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ABSTRACT

This document provides a reference guide for the Teaching Performance Profile--Diagnostic Evaluation created by the Digicator System, Inc., in response to an acknowledged need for better instructional performance of teachers. This guide is one product of a system designed to synthesize knowledge on teaching and make it available and applicable to teachers from all levels of instruction, giving them feedback and insight into their performance and allowing behaviors to be observed, categorized, appraised, analyzed, and quantified for the purpose of diagnosis, improvement, and evaluation. Components of the system are as follows: (1) standard teaching tasks are identified; (2) a record of teaching behaviors in scorable form is developed; (3) diagnostic information that allows the planning of remedial training and measures changes that occur is obtained; (4) a database is developed so researchers can develop standards and study related aspects of teaching; and (5) scores and resulting data provide a base for managing instructional development programs. Teacher performance characteristics are described in the areas of planning skills, use of materials, knowledge of content, lesson design, evaluation/feedback, meeting needs of all learners, motivation, reinforcement, classroom management, and professionalism; references are included. The evaluation form of more than 30 pages comprises the appendix. (WTH)

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TEACHING PERFORMANCE PROFILE

DIAGNOSTIC EVALUATION

REFERENCE GUIDE

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"We never evaluate the individual because he is either priceless or worthless. We evaluate the contribution that's made."

Harold S. Hook
Chief Executive Officer
American General Corporation

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During the late 70's and early 80's, it became obvious that there was grassroots dissatisfaction with the elementary and secondary schools of our nation. Several national studies corroborated this dissatisfaction and caught the attention of both education and government. Among these national reports was the Presidential Commission Report chaired by David Gardner. It was interesting that this report was not addressed directly to the government, but rather was constructed as an open letter to the American people. This report, as well as others, simply focused attention on the demand by the people that our schools be improved. One of the early knee-jerk reactions was to blame teachers for the plight of our schools. This nonproductive fingerpointing has taken time and energy which should be directed toward making positive changes that will improve our schools.

The basic premise that our schools must be improved is widely accepted. We must recognize that our teachers are really an untapped source of creativity. They must, and given a chance will, provide the leadership to improve our schools. In order to tap this pool of creative talent, we must devise a system to help teachers develop their full potential for instructional performance. Teachers must not be scapegoats, instead it is only by harnessing their productive power that we can improve our education system.

A review of modern accepted education research identifies clearly those teaching performance characteristics that result in higher student achievement. While educating children is a complicated, challenging and demanding venture, modern research does bring us rather simply to

four basic elements of teaching: The Curriculum, The Instructional System, Interaction With Learners, and Classroom Management. With these four basic elements of classroom teaching clearly defined, one is able to extract from the research broad-based teaching tasks under each of the above basic elements of teaching.

A desire to tap the creative talents of our teachers to bring about a renaissance in the teaching profession and to improve education for the children of the nation is the basic philosophy which led to the development of the Digicator System approach for improvement of teaching performance.

The Digicator System has established the following outline for lesson review and teaching performance improvement utilizing the Four Basic Elements of Teaching and Ten Teaching Tasks.

1. The Curriculum
   - A) Planning Skills
   - B) Selection and Use of Materials
   - C) Knowledge and Content
2. The Instructional System
   - A) Lesson Design
   - B) Evaluation and Feedback
   - C) Meeting the Needs of All Learners
3. Interaction With Learners
   - A) Motivational Appoaches
   - B) Reinforcement Styles
4. Management Style
   - A) Classroom Management
   - B) Professionalism

Lesson review and teaching performance improvement using this research-based system will help to develop the full potential of teachers, result in higher student achievement and give greater teacher satisfaction.

The Digicator System goes well beyond lesson review in developing full potential of teachers and improving teaching performance. It is a complete package which starts with a book of readings on the elements of teaching, provides a diagnostic evaluation for beginning teachers, sets an individual professional development program for experienced teachers using computerized software, shows school or district inservice needs, and makes available inservice programs to meet established school or district improvement plans.

The Digicator System gives immediate feedback through a unique graphing design. The real in-depth analysis for the individual teacher, the school and the district is based in a state of the art software system which produces understandable, usable data that serves as a basis for decision making for planning and analysis between teachers and supervisors.

The complete education improvement program can be summarized as follows:

1. The Teaching Performance Profile--A Book of Readings on the Elements of Teaching
   Written and edited by leading educators from various geographic areas, this book is organized around the Digicator System and focuses on the Four Elements of Teaching and the Twelve Teaching Tasks.

2. The Teaching Performance Profile--Teaching Styles

This self-description instrument provides teachers with an introduction to the Digicator System by enabling them to develop and clarify a perception of their own teaching styles in relation to those of others, based upon how they perceive themselves utilizing specific teaching behaviors. By developing a clearer self-perception of their teaching styles, teachers are better able to achieve teaching behavior balance, become more effective in team interactions with other teachers and more sensitive to the different learning styles of their students.

3. The Teaching Performance Profile--Diagnostic Evaluation

This evaluation instrument is used with student teachers/interns, induction level and probationary teachers, and those who are required to do remedial work. Once a teacher successfully passes this evaluation, she/he moves into the development phase of the Digicator System. The Digicator System is modified for this instrument to emphasize curricular and instructional systems. In addition, the concepts of professionalism and communication skills are included. Performance appraisals and standard rating scales are used. Analysis software is available.

4. The Teaching Performance Profile--Professional Development

This is the heart of the Digicator System. This approach allows the teacher to take charge of her/his own professional development utilizing various perception points, graphs, teaching profiles and

personalized activities built around the Digicator System. Rather than using traditional rating scales, the profile is based on behavioral concepts. This is a self-scoring, development instrument with a management information system backup. The System provides for self-analysis as well as peer and supervisory review. The emphasis is on the lesson and on individual development. The intent is to provide a basis for comfortable discussion of how the individual teacher might further develop her/his skills. With all teachers involved in the Digicator System, the focus becomes improvement of the school by utilizing more fully the strengths of the individual teacher.

5. Teaching Performance Profile--Instructional Leadership
Based on recent research on school effectiveness, this instrument assesses leadership in terms of behavior patterns common to effective instructional leaders. Perceptions on individual performance from several sources are integrated into a performance profile. Analysis software is also available.

6. The Teaching Performance Profile--Computerized Development Analysis
This software has three major functions:
   A. Provides teachers with feedback as to how well they are doing with respect to the Four Elements of Teaching and the Twelve Teaching Tasks.
   B. Provides instructional managers with school-wide or district-wide diagnostic information to enable more effective planning and targeting of inservice programs.
   C. Reports progress in terms of grouped data to show the effectiveness of inservice programs in strengthening the teaching program.

7. The Teaching Performance Profile--Inservice Programs
Diagnosis of school-wide inservice needs is provided by the software program. Inservice program packages are available for each of the standard teaching tasks, as well as initial training. Schools will be able to select inservice programs based on the needs substantiated by the Digicator System. Many teacher union leaders have taken courageous stands on improvement of classroom teaching. The Digicator System will make such improvements because it provides a base for comfortable communication about a teaching lesson. The Digicator System, however, goes much further by focusing on school and district improvement rather than just on the individual teacher.

The Teaching Performance Profile— Diagnostic Evaluation is not an attempt to do original research. The System is designed to synthesize knowledge on teaching and make it available and applicable to teachers from all levels of instruction. However, educational institutions implementing the Teaching Performance Profile-Diagnostic Evaluation develop a data base on teaching skills upon which original research can be conducted.

There are some teaching skills that all teachers should possess. The skills developed in the Teaching Performance Profile— Diagnostic Evaluation come from studies based on (a) what effective teachers do, (b) experimental research on models of good teaching, (c) transferring results of laboratory research into classroom performance, and (d) historical studies of teaching.

The four elements of the model: Curriculum, Instructional Systems, Interactions, and Classroom Management provide unique individual objectives upon which to base performance profiles. It is important to understand how closely the four are interrelated, how the successful development of one is affected by and affects the others. Harmonious integration of the individual parts is what makes great teaching.

Identification of standard teaching tasks is based upon studies of the job analysis of professional teachers. Efforts were made to identify those tasks in which elementary and secondary and post-secondary teachers, as well as administrators, agree are related to successful performance. The standard tasks identified for the Teaching Performance Profile— Diagnostic Evaluation are Knowledge of Content, Planning Skills, Use of Materials, Lesson Design, Evaluation/Feedback, Meeting the Needs of All Learners, Motivation, Reinforcement, Classroom Management and Professionalism.

The teaching behaviors identified in Teaching Performance Profile-Diagnostic Evaluation come from an analysis of hundreds of public school district and university evaluation forms. The items were classified according to standard teaching tasks and eventually "boiled down" to the 100 items in this document. In this manner, a consensus evaluation based on professionally developed values is effected.

How this System is introduced to staff will have a great impact on its success. The fact that it is a decision-making model which provides structure, feedback, charts progress and gives direction makes the System "user friendly." Great pains were taken to ease the workload for all participants. The use of carbonless paper, modern data processing techniques and extensive expertise in instrumentation were aimed at ease of use. All this is intended to support the work of professionals seeking to improve student learning through improved teaching. Creativity, commitment, and skill are still required. Now, however, communication can focus on instructional improvement and desired changes can be charted.

All staff needs to have exposure and explanation prior to application. Practice observations should be carried out and results reported to all those involved. Digicator Systems, Inc., will provide seminars for familiarizing appropriate staff with the System.

Public demands and the endorsement by major teacher organizations for certain types of evaluations have created an environment of accountability which should assure successful implementation of this instrument.

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The Diagnostic Evaluation Instrument is targeted at student teachers/interns, induction level teachers, those qualifing for the Digicator System, and others as deemed appropriate. The end product of the System is evaluation and recommended action. This judgment is based upon four observations. The observations are aimed at providing the supervisor and teacher with assistance in diagnosis and improvement. The steps followed in the Performance Teaching Profile— Diagnostic Evaluation procedure are:

	STEP	ACTION
1.	Observation	Write out anecdotal record
2.	Performance Appraisal	Observation conclusions converted to scoring form
3.	Interpretation	Develop graphs on teaching performance
4.	Diagnosis	Write out an action plan jointly with the teacher
5.	Analysis	Results of performance appraisal data processed
	Steps 1-5 are cycled through four times.	
6.	Evaluation	Rate teacher on 100 teaching behaviors
7.	Summation	Develop profile of teaching behaviors (Teaching Effectiveness Index)
8.	Recommendation	Determine next step: certification, move to professional development, extend student teaching, etc.

Successive parts of this manual will elaborate on techniques and background information necessary to effectively manage the implementation of the Performance Teaching Profile-Diagnostic Evaluation.

The Performance Teaching Profile-Diagnostic Evaluation is developed on a cycle of four observations prior to completing the evaluation instrument. These visits should be distributed across the planned period, i.e., a semester or a school year.

The initial responsibility of the observer is to establish a rapport with the teacher. This can best be done by making a "practice" observation to acquaint the teacher with procedures that will be used, as well as to allow the observer to become acquainted with the classroom and students. During the follow-up conference, the observer may discuss effective teaching behaviors, set future dates for observation and explain the format and use of the computer printout.

The next observations are "for real." Follow-up conferences should be scheduled as soon as possible to increase the teacher's motivation by providing immediate feedback.

Making a written record of the observation takes a bit of practice. The supervisor's responsibility for performance appraisal will be aided if:

1. Recorded teaching behaviors are specific.
2. Teaching behaviors are recorded in the proper element.
3. Only significant behaviors are included. While scripting the observation can be helpful, it is not necessary to accurately capture teaching performance. Brief statements of teaching behaviors usually are adequate to proceeed. To assist the observer, "Action Cues" are provided to aid focusing on critical behaviors.

Each school is encouraged to augment the cues with "personalized" indicators based on individualized educational values. For example, "personalizing" the Digicator Model with components of the Madeline Hunter System might look like the following:

I Curriculum (Digicator Element)

Hunter Model

A. Determine basic information, organize, present in simplest terms
B. Sequence objectives
C. Utilize similarity and associations with other knowledge
D. Identify the critical attribute
E. Select objective at appropriate level
F. Select materials with knowledge of hemisphericity
G. Determine practice schedule

II Instructional System (Digicator Element)

Hunter Model

A. Determine anticipatory set
B. State objective and purpose
C. Determine instructional input
D. Modeling
E. Check for understanding
F. Provide guided practice
G. Provide independent practice

III Interactions (Digicator Element)

Hunter Model

A. Motivation
   1. Concern
   2. Feeling tone
   3. Success
   4. Interest
   5. Knowledge of results
   6. Extrinsic/intrinsic

B. Reinforcement
   1. Positive
   2. Negative
   3. Extinction
   4. Schedule

IV Management Systems (Digicator Element)

Hunter Model

A. Active Participation
   1. Overt
   2. Covert

B. Guidance

C. Use of time

Similar "conversions" can take place with other approaches that a school may wish to implement.

The process of observing, appraising and the interpretation of behaviors accurately is accelerated if supervisors practice working in teams with videotapes and with access to a computer. A high level of expertise can be achieved in a relatively short time.

DATE _____

TIME _____

Observations

Instructional Objective _____

Curriculum _____

Instructional System _____

Interaction _____

Management Style _____

TEACHER _____ OBSERVER _____

During the formal observation, the evaluator sits quietly in the back of the room and, to the degree possible, becomes a nonparticipant. Usually, enough data is collected in 20-30 minutes. Most teachers prefer that the observer takes in an entire lesson. A brief word of caution to the observer: the normal reaction of observer is to write down their judgment of the teaching. With self-discipline, it is possible to "record" the teaching behaviors in narrative form and defer judgment until the performance appraisal step.

The Performance Teaching Profile—Diagnostic Evaluation is part of a system that works with all teaching programs. The Digicator System is an instructional model that is so basic it assists in implementing and upgrading any approach or teaching program.

The approach is based on common sense— some might say codified common sense. The power of the System is limited only by the power of the users.

As noted earlier, the Performance Teaching Profile-Diagnostic Evaluation is based upon four elements of successful teaching and ten standard teaching tasks. The observation record has been developed in accordance with this format. A record of teaching behaviors in scorable form is the next step. To accomplish this, the classic study of G. W. Allport and H. S. Odbert, Trait Names: A Psycho-lexical Study, provided the basic concepts. Allport and Odbert believe that trait names are symbols socially devised (from a mixture of ethical, cultural and psychological interests) for the naming and evaluation of human qualities. Using panels of experts Odbert and Allport identified and categorized over 19,000 words that have general acceptance as descriptors of human behavioral traits. The Digicator System was developed following a similar procedure fitting the words to the standard teaching task. Through an extensive series of refinements, the final list was developed to reflect a range of teaching behaviors in each task area. The lists subsequently were valued and randomized as they now appear in Performance Teaching Profile-Diagnostic Evaluation.

The supervisor, with reference to the observation record:

1. Focuses on the standard teaching task
2. Selects one word from List A and one from List B that best describes the teaching behaviors observed in that task area.

Initial feedback is developed from values provided in terms of the four elements of teaching. It was deemed important to be able to do an on-site interpretation to give the teacher immediate feedback and develop an action plan while the lesson is "fresh in mind." The total picture

(with reference to peer groups and all standard teaching tasks) is done by the computer. It is a helpful check to the observer to compare the action plan with computerized scores. At the next conference, the teacher should receive a copy of the computer print-out as the introductory portion of the conference.

The technique behind valuing the words is a departure from traditional scales. Prior probability distributions are built around subjective decisions. This process establishes the probability of distribution for decision making through an evaluation of the decision maker's subjective judgments. The words are used to assist the observer in appraisal. It is not usually helpful to share the word selections with the teachers. The most productive dialogue with teachers is usually held between the observation and interpretation steps and is focused on observed teaching behaviors.

Performance Appraisal

- Read each of the six adjectives in Column A, Planning Skills, CURRICULUM.
- Check *one* adjective that best describes the teacher; repeat for Column B.
- Continue in same manner for remaining Columns.
- Refer to KEY, match each adjective checked to alphabetized list and note numerical value.
- Write numerical value for each Column A and B choice in respective A and B box in center margin.
- Tally numerical values per each of four teaching elements; Write score in respective TOTAL box.
- Graph scores on INTERPRETATION page.

Curriculum

Total ☐

Planning Skills

Column A
- ☐ foresighted
- ☐ analytical
- ☐ original
- ☐ realistic
- ☐ eager
- ☐ unclear

☐

Column B
- ☐ purposeful
- ☐ sequential
- ☐ practical
- ☐ lavish
- ☐ frivolous
- ☐ inconsistent

☐

Use of Materials
- ☐ innovative
- ☐ astute
- ☐ selective
- ☐ informative
- ☐ conventional
- ☐ passive

☐

- ☐ imaginative
- ☐ resourceful
- ☐ knowledgeable
- ☐ deliberate
- ☐ arbitrary
- ☐ minimal

☐

Knowledge of Content
- ☐ insightful
- ☐ scholarly
- ☐ specific
- ☐ familiar
- ☐ ordinary
- ☐ elusive

☐

- ☐ broadminded
- ☐ academic
- ☐ certain
- ☐ plainspoken
- ☐ noncritical
- ☐ lax

☐

Instructional System

Total ☐

Lesson Design

Column A
- ☐ scientific
- ☐ industrious
- ☐ logical
- ☐ orderly
- ☐ hesitant
- ☐ vague

☐

Column B
- ☐ persuasive
- ☐ intuitive
- ☐ succinct
- ☐ objective
- ☐ random
- ☐ lacking

☐

Evaluation/Feedback
- ☐ masterful
- ☐ efficient
- ☐ thorough
- ☐ immediate
- ☐ indecisive
- ☐ erratic

☐

- ☐ accurate
- ☐ calculating
- ☐ individualized
- ☐ vigorous
- ☐ overconscientious
- ☐ secretive

☐

Meeting the Needs of All Learners
- ☐ ingenious
- ☐ responsive
- ☐ flexible
- ☐ sensible
- ☐ harmonious
- ☐ obliging

☐

- ☐ inventive
- ☐ systematic
- ☐ active
- ☐ patient
- ☐ kind
- ☐ rigid

☐

Management Style

Total ☐

Classroom Management

Column A
- ☐ confident
- ☐ commanding
- ☐ resolute
- ☐ calm
- ☐ lenient
- ☐ curt

☐

Column B
- ☐ consistent
- ☐ assertive
- ☐ firm
- ☐ steady
- ☐ relaxed
- ☐ tense

☐

Professionalism
- ☐ self-assured
- ☐ cooperative
- ☐ gregarious
- ☐ friendly
- ☐ easily led
- ☐ noncommunicative

☐

- ☐ enthusiastic
- ☐ responsible
- ☐ conformist
- ☐ courteous
- ☐ docile
- ☐ stubborn

☐

Interaction

Total ☐

Motivational Approach

Column A
- ☐ successful
- ☐ adaptable
- ☐ humorous
- ☐ stable
- ☐ gentle
- ☐ stressful

☐

Column B
- ☐ inspirational
- ☐ varied
- ☐ jovial
- ☐ eventempered
- ☐ mild
- ☐ unsure

☐

Reinforcement Style
- ☐ praiseful
- ☐ prompt
- ☐ respectful
- ☐ moderate
- ☐ aloof
- ☐ critical

☐

- ☐ positive
- ☐ complimentary
- ☐ considerate
- ☐ mechanistic
- ☐ negligent
- ☐ faultfinding

☐

TEACHER _____ OBSERVER _____

To assist in this step you are provided with a series of descriptions of teaching behaviors at the various performance levels. Typical action plans are suggested for each. In that teachers seldom excel in all elements, the supervisor has the creative task of integrating the information and designing a meaningful and accurate action plan for and with each individual. It is usual for teachers to develop their strongest area of professional skills. Using the Performance Teaching Profile— Diagnostic Evaluation, you can maintain the strong "side" and develop and improve those areas that appear underdeveloped. One of the values of the Performance Teaching Profile-Diagnostic Evaluation is depicting teaching in a "holistic" fashion. General norms have been developed to focus on areas of extreme needs and/or accomplishments.

The steps to be followed are:

1. Place cardboard behind carbonized interpretation sheets.
2. Refer to Key and transfer values to performance appraisal.
3. Transfer totals from each element to the interpretation page placing a plotting point in the center of each quadrant.
4. Connect plotting points with a solid line.
5. Color with highlighter to emphasize pattern.

Teacher characteristics are provided for each (a) Teaching Element, and (b) each Teaching Task, followed by teaching behaviors that are used in the evaluation component of the Teaching Performance Profile-Diagnostic Evaluation. By using this reference material, you will be prompted to expand the number of variations used in developing an

action plan. The plan itself is comprised of brief, pointed statements that recommend specific behavioral adjustments and/or reinforce existing positive behaviors. It may help to have a handout or brief reading for the teacher to support and provide information to enable the teacher to succeed in improving her/his skills.

To assist the teacher and supervisor in focusing on teaching behaviors, the following sections present examples of teaching behavior in each element and task areas.

The organizational structure is as follows: for each Element an overview of teaching behaviors on three levels is presented. The levels are consistent with those used throughout the instrument, i.e., skilled, competent and inconsistent. Following the description of teaching is a short list of typical action plans that might be used with a teacher on each level.

The next section of each element deals with the definitions of teaching in each task area. The same levels are established and the words used in performance appraisal are related to the three levels. Following this is a list of the desired teaching behaviors used in the summative evaluation and selected references for each standard teaching task.

The Reference Guide is intended to be used as a resource to assist in keeping the focus on teaching performance and establishing a common understanding of effective teaching.

Key

Column A

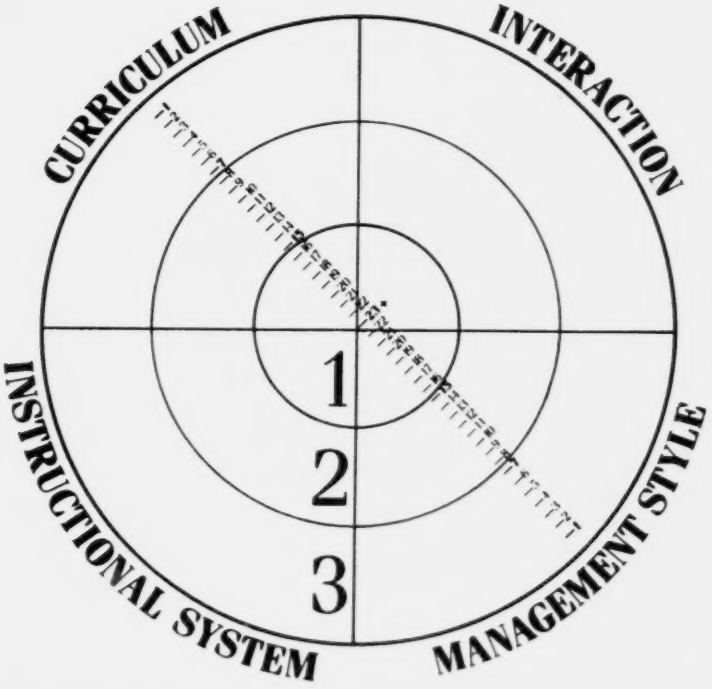
adaptable 7.5
aloof 3
analytical 5
astute 5
calm 4.5
commanding 7.5
confident 9
conventional 2
cooperative 7.5
critical 1.5
curt 1.5
eager 2
easily led 3
efficient 5
elusive 1
erratic 1
familiar 3
flexible 4
foresighted 6
friendly 4.5
gentle 3
gregarious 6
harmonious 2
hesitant 2
humorous 6
immediate 3
indecisive 2
industrious 5
informative 3
ingenious 6
innovative 6
insightful 6
lenient 3
logical 4
masterful 6
moderate 4.5
noncommunicative 1.5
obliging 1
orderly 3
ordinary 2
original 4
passive 1
praiseful 9
prompt 7.5
realistic 3
respectful 6
resolute 6
responsive 5
scholarly 5
scientific 6
selective 4
self assured 9
sensible 3
specific 4
stable 4.5
stressful 1.5
successful 9
thorough 4
unclear 1
vague 1

Column B

academic 5
accurate 6
active 4
arbitrary 2
assertive 7.5
broadminded 6
calculating 5
certain 4
complimentary 7.5
conformist 6
considerate 6
consistent 9
courteous 4.5
deliberate 3
docile 3
enthusiastic 9
eventempered 4.5
faultfinding 1.5
firm 6
frivolous 2
imaginative 6
inconsistent 1
individualized 4
inspirational 9
intuitive 5
inventive 6
jovial 6
kind 2
knowledgeable 4
lacking 1
lavish 3
lax 1
mechanistic 4.5
mild 3
minimal 1
negligent 3
noncritical 2
objective 3
overconscientious 2
patient 3
persuasive 6
plainspoken 3
positive 9
practical 4
purposeful 6
random 2
relaxed 3
resourceful 5
responsible 7.5
rigid 1
secretive 1
sequential 5
steady 4.5
stubborn 1.5
succinct 4
systematic 5
tense 1.5
unsure 1.5
varied 7.5
vigorous 3

DATE _____

Interpretation



1 *SKILLED*
The teacher exceeds the norm. High performance and potential.

2 *COMPETENT*
The teacher is in the norm range. Solid performance, high potential, consistent growth noted.

3 *INCONSISTENT*
A flip flop behavior pattern. Difficult to judge potential, irregular profile.

Action Plan

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TEACHER _____ OBSERVER _____

SKILLED TEACHER

KEY ATTRIBUTES

Students taught with structured curricula achieve higher academically than those with more individualized or discovery modes. Therefore, the high performing teacher is able to determine what knowledge is necessary, examine that knowledge for basic structure, break major concepts into components and sequence these elements.

RELATED CHARACTERISTICS

The skilled teacher is able to evaluate materials as to these criteria: select materials to meet various learning styles of students; is able to communicate at the correct level; establishes lessons that have an optimum level of challenge for the learners; is contemporary in the student's world; doesn't rely on past lesson plans; has accurate assessment of capabilities of learners; understands behavioral objectives; knows when to teach at higher level of cognition; moves at a brisk pace. The teacher at this level is also a "lifelong learner."

TYPICAL ACTION PLAN

At the skilled curriculum level, selects the element of lowest relative performance to be the base for an action plan.

COMPETENT TEACHER

KEY ATTRIBUTES

The teacher at the competent level doesn't tend to research content of lesson thoroughly. Instead, he/she follows prescribed curriculum meticulously; will "cover"

material assigned to the class studies; relies on external sources for structure such as teachers' guide-books and district or state curriculum guides.

RELATED CHARACTERISTICS

The competent teacher uses materials that are available; has mastered the content of the subject; tends to be repetitious in use of lesson plans year after year; may or may not teach for mastery; follows a time schedule rather than accomplishments of class; keeps good records.

TYPICAL ACTION PLAN

A typical action plan for the competent teacher may include some of the followsing: developing effective skills in task analysis, the use of time and/or materials, higher level questioning techniques, broadening under-standing, showing relationships, using contemporary references.

INCONSISTENT TEACHER

KEY ATTRIBUTES

Teachers at the lower level tend to either "free-lance" in terms of curriculum or rely solely on textbook; follow personal or students' interest; relies on personality; seeks inspiration without perspiration.

RELATED CHARACTERISTICS

Teaching is characterized by vagueness, uses materials that are convenient; may be creative and personable, but undisciplined. The worst side of this teacher is poor knowledge of content and a tendency to confuse

the learners. (It is much harder to reteach something than to do it right the first time.) Doesn't provide for special needs of students.

TYPICAL ACTION PLAN

A typical action plan for the inconsistent teacher might include some of the following: assigns curriculum guides and textbook manuals for review; stresses skills of lesson design commencing with clearly stated objectives; assigns formal written lesson plans. A sample of a suggested lesson plan format follows.

LESSON PLANNING GRID

INTERACTIONS

	MOTIVATION	REINFORCEMENT
CURRICULUM		
PLANNING		
Instructional Objectives		
Time		
Sponges		
MATERIALS		
Logical		
Relational		
CONTENT		
Hooks		
Relationships		
Organization		
INSTRUCTIONAL SYSTEMS		
LESSON DESIGN		
Review		
Objective		
Examples		
EVALUATION/FEEDBACK		
Checking for Understanding		
Questions		
MEETING NEEDS OF ALL LEARNERS		
Guided Practice		
Correctives		
Independent Practices		
CLASSROOM MANAGEMENT		
CLASSROOM MANAGEMENT		
Procedures		
Handling Groups		
Discipline		
PROFESSIONALISM		
Confidence Builders		
Attention Getter		

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SKILLED TEACHER

KEY ATTRIBUTES

The skilled teacher has the ability to select or develop a clear objective that fits into a learning sequence, that is limited enough to be accomplished in a lesson; is able to utilize the higher levels of cognition in objectives when appropriate. Reviews necessary knowledge.

RELATED CHARACTERISTICS

As with the Boy Scouts, the skilled teacher's motto is "Be Prepared." Specific goals and objectives are always in mind, yet plans are flexible enough to respond to changing conditions (i.e., reteaching if necessary). Time is also planned for and matched to objectives. The planner at the highest level should be creative and an innovater. This type of teacher should also experiment in alternative methods to see if improved procedures can be developed. Plans make provisions for the students in need of special help as well as the gifted.

PERFORMANCE INDICATORS: Foresighted, purposeful, objective, sequential

COMPETENT TEACHER

KEY ATTRIBUTES

The competent teacher often will allow objectives to be set by the testbook. As a result, teaching to mastery levels is often missed. Many students need extra assistance and remedial programs must be developed.

RELATED CHARACTERISTICS

This teacher tends to be well organized; attempts to meet individual needs; often has traditional teacher image; good humor; looks out for ideas that will "spice up lessons"; learns from observing other teachers; is a solid, dependable performer. The competent teacher may have certain areas of curricular expertise.

PERFORMANCE INDICATORS: Practical, realistic, traditional, informative

INCONSISTENT TEACHER

KEY ATTRIBUTES

The inconsistent teacher will have vague objectives; too much material to master, or on occasion too little material.

RELATED CHARACTERISTICS

Disorganized presentation resulting in confused learning; may resort to individualized approach to make up for poor achievement; individual needs are met only in the ability grouping approach; extensive use of useless filler material; lessons are inconsistent (i.e., loses sight of objective during lesson; lesson plans are rigid; the key goal is to cover material.

PERFORMANCE INDICATORS: Overeager, unclear, frivolous, lavish

DESIRED TEACHING BEHAVIORS - PLANNING

1. Provides a clear statement of instructional goals on a yearly basis for his/her classroom.
2. Creates or selects instructional objectives that are relevant to the students.
3. Establishes a daily plan on a weekly basis which reflects the logical sequencing of skills and activities, materials to be used, page numbers, specific plans for the individual groups.
4. Makes out lesson plans that are realistic.
5. establishes evaluation procedures consistent with lessons.
6. Plans lessons that can be consummated in the allocated time.
7. Develops plans based on elements of lesson and/or units.
8. Engages students in planning in accordance with student maturity level.
9. Knows and follows district curriculum guides.
10. Activities show clear effects of preplanning.

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SKILLED TEACHER

KEY ATTRIBUTES

The skilled teacher uses a diversity of materials that appeal to a student's various sensory inputs; handles materials expeditiously; has knowledge of and a sensitivity to the concepts of hemisphericity (right brain, left brain).

RELATED CHARACTERISTICS

Materials are always selected, evaluated and used based on learning styles and educational objectives; demonstrates knowledge of proper chalkboard use; use of prepared materials, films, videos, etc.; uses drama, role playing, outside experts, field trips, games, learning centers and bulletin boards; stresses student involvement; makes extensive use of IMC and IMC personnel.

PERFORMANCE INDICATORS: Innovative, imaginative, organized, resourceful

COMPETENT TEACHER

KEY ATTRIBUTES

The competent teacher makes use of prepared materials; often misuses chalkboard; will tend to rely on workbooks, etc.; ties less tightly to lesson objectives.

RELATED CHARACTERISTICS

Uses a limited variety of materials; tends to overrely on lecture and other techniques that have worked in the past; is less critical and more accepting of prepared materials; does not value student involvement as highly as skilled teacher; is more accepting of text format and organization; uses IMC on a regular basis.

PERFORMANCE INDICATORS: Selective, knowledgeable, conventional, deliberate

INCONSISTENT TEACHER

KEY ATTRIBUTES

The inconsistent teacher ignores learning styles, relies on reading as main or only source of information; uses film as a break in the routine, more for entertainment value, is repetitious.

RELATED CHARACTERISTICS

No variety, extra equipment is a bother; relegates student involvement to filling out blanks in workbook; probably doesn't know where to get additional learner resources; tends to ignore IMC and its potential; is the classic 2x4 teacher (i.e., two covers of a book, four walls of the classroom).

PERFORMANCE INDICATORS: Passive, minimal, repetitious, arbitrary

DESIRED TEACHING BEHAVIORS
USE OF MATERIALS

1. Prepares materials in advance.
2. Selects materials that generate high levels of success— especially early in "new learning."
3. Obtains and utilizes instructional materials and equipment.
4. Selects seat work that is challenging and relevant.

5. Assigns appropriate amount of material in sequential fashion.
6. Relates materials properly to the class work and times appropriately.
7. Uses resource books, people, materials and AV equipment.
8. Selects seat work that reinforces the objective.
9. Provides materials and media consistent with the learning objectives and the skill levels of the students.
10. Demonstrates practical understanding of varied learning styles, such as right/left brain concepts, etc., through use of materials.

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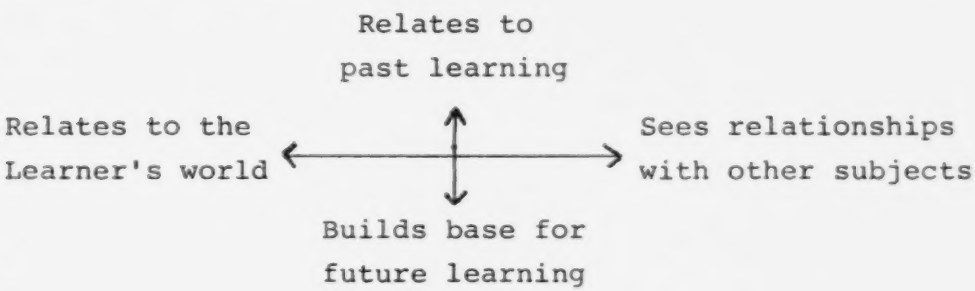
SKILLED TEACHER

KEY ATTRIBUTES

The skilled teacher not only knows the specific contents to be taught, but is able to build connections to prior and future learning and is able to operate on an interdisciplinary scale when appropriate. Simplifies knowledge and has continuous review.

RELATED CHARACTERISTICS

Because the skilled teacher knows the content, he/she is able to have clear objectives and communicates them to the students; begins each lesson with a review and builds the base for knowledge that gradually leads to major goal achievements; coordinates lectures; reads prepared materials; conducts drills and practice sessions; emphasizes examples, models, use of devices; hooks new learning to as many spots as possible; does independent research on materials and is constantly updating lessons.



At the correct time in the lesson is able to move to higher levels of thinking, problem solving and application.

PERFORMANCE INDICATORS: Insightful, broadminded, scholarly, expressive

COMPETENT TEACHER

KEY ATTRIBUTES

Has clear objectives in mind; may relate to past learning, but seldom provides bridges to future learning or interdisciplinary approaches.

RELATED CHARACTERISTICS

Doesn't always communicate objectives to students; uses limited review; may assume learners know more than they really do. Real experts can clarify learning while those who do not have a deep grasp become frustrated when learners do not move ahead as planned. Relies heavily on textbook and curriculum guide.

PERFORMANCE INDICATORS: Specific, certain, familiar, plain-spoken

INCONSISTENT TEACHER

KEY ATTRIBUTES

May have actual errors in presentation, just "wings it"; lacks structure and clarity.

RELATED CHARACTERISTICS

Jumps around in an organizational sense; forgets key concepts in sequences; chooses poor examples and modes; material may be dull and uninteresting; tends to rely on personality; doesn't research material.

PERFORMANCE INDICATORS: Ordinary, noncritical, elusive, lax

DESIRED TEACHING BEHAVIORS
KNOWLEDGE OF CONTENT

1. Selects content and procedures to achieve purposes of the lesson and of long-term plans.
2. Demonstrates knowledge of subject matter.
3. Challenges students intellectually at a level that is achievable.
4. Stresses basic, essential concepts and facts.
5. Relates facts, concepts, and values of area of learning to issues and problems.
6. Gives depth to subject presented.
7. Responds to questions with sufficient information for students to understand.
8. Uses a vocabulary students understand.
9. Prepares a variety of examples to explain critical points.
10. Demonstrates knowledge of related information beyond textbook.

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SKILLED TEACHER

KEY ATTRIBUTES

The teacher has a clear grasp of teaching functions and has developed a basic standard operating procedure that includes review of previous lesson, presentation, practice, feedback and longer term review. In this manner, over-learning basic skills occurs, students are identified who need additional help and corrective action is taken.

RELATED CHARACTERISTICS

The skilled teacher attempts to teach to mastery, clearly states the objective and purposes of the lesson to the learner; has high expectations for the student and communicates these effectively; lesson is consistent in that all activities relate to the objectives (this includes quizzes); is able to meet the needs of all learners; stresses overlearning; key demands of the lessons to the capabilities of the students; has the ability to diagnose students' skill levels; a great proportion of time is in large group activity; lesson format may include the following:

1. Review
2. Presenting new content
3. Initial student practice
4. feedback and correctives
5. Independent practice
6. Distributed reviews

TYPICAL ACTION PLAN

At the skilled instructional systems level, selects the element of lowest relative performance to be the base for an action plan.

COMPETENT TEACHER

KEY ATTRIBUTES

The competent teacher tends to see teaching as presenting information and promoting retention through drill and testing.

RELATED CHARACTERISTICS

Should have "high" instructional skills in terms of making interesting lessons; high motivation and good interpersonal skills, but fails to see the total spectrum of functions in instructional programs; is overly consistent in meeting special needs by ability grouping in the traditional manner; tends to stress summative testing rather than diagnostic; doesn't stress overlearning; tends to "cover" the material.

TYPICAL ACTION PLAN

Might include some of the following: skills in grouping for need; establishing set; use of diagnostic activities; checking for understanding.

INCONSISTENT TEACHER

KEY ATTRIBUTES

The inconsistent teacher uses the three R's: reading, remembering and regurgitating.

RELATED CHARACTERISTICS

May be personable, but sees reading as the exclusive device for transmittance of knowledge; may even embrace some form of individualized program; more often than not aims for the low middle of the class; objectives are poorly defined and seldom stated; testing may or may not be related to teaching or objectives; feedback cycle is slow and imprecise; tends to think in terms of generalities ("All kids are _____.").

TYPICAL ACTION PLAN

Might include some of the following: assign Hunter's 7-step model; "Rosenshines Functions"; require three groupings for each learning activity; review tests in advance of administration for consistency with objectives.

SKILLED TEACHER

KEY ATTRIBUTES

Teacher has a systematic approach to organizing a lesson. Minimum elements include: review; presenting new content; communicating the objective and presenting many examples and models.

RELATED CHARACTERISTICS

The skilled teacher makes sure the students know the prerequisite skills for the day's lesson and prepares the learner for the lesson. Skilled teachers spend more time in demonstrations, provide redundant explanations, select proper models, avoid digression and stay with the topic, repeating material until students understand. This teacher carefully guides students during the period of initial learning. Emphasis is on the practice theory and the concept of redundant learning.

PERFORMANCE INDICATORS: Scientific, distinct, succinct, consistent

COMPETENT TEACHER

KEY ATTRIBUTES

Tends to launch into the lesson without review; presents lesson in an excellent fasion; tends to have shorter presentations and more time for practice (however, is not as active during the practice period).

RELATED CHARACTERISTICS

Often does not tell students the purpose of the lesson; examples or models are not always related to the objective; high point of the competent teacher is the quality of presentation (however, lacks the total design necessary to generate higher student achievement).

PERFORMANCE INDICATORS: Logical, intuitive, persuasive, restrictive

INCONSISTENT TEACHER

KEY ATTRIBUTES

This teacher is characterized by assignment giving and summative testing; lectures are brief and students are left on their own to accomplish what they can.

RELATED CHARACTERISTICS

Teaching is characterized by lack of set review, good examples, redundant explanation, etc. Teacher may be able to bluff his/her way through lesson using humor, personality or fear. This more often than not leads to problems of classroom control.

PERFORMANCE INDICATORS: Hesitant, random, vague, lacking

DESIRED TEACHING BEHAVIORS
LESSON DESIGN

1. Uses questions leading into the day's work, pictures or other concrete materials and short review. Plans for weekly and monthly reviews.
2. Gives directions in a logical sequence.
3. Checks student understanding of directions.
4. Associates old and new learning.
5. Presents material so that difficult concepts are clarified.
6. Uses a variety of activities or examples.
7. Probes level of learning through appropriate questioning techniques.
8. Provides both guided and independent practice.
9. Re-explains the lesson or part of the lesson when students have difficulty.
10. Sets reasonably high expection for learning.

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SKILLED TEACHER

KEY ATTRIBUTES

This teaching task is integrated into lesson design. It has several functions: checking for understanding, which involves determining whether all students understand the content of the lesson being taught; making sure the students know when they have done well or when they haven't accomplished the desired behavior and what corrections to take; determining the acquisition of knowledge in a more final sense.

RELATED CHARACTERISTICS

The skilled teacher prepares a large number of oral questions before class; asks many questions on main points and calls on students, first calling on the better students, then progressively to the weaker; has all students write answers; uses the technique of group response (choral responding); when errors are noted, the teacher must determine if they are caused by carelessness or if the student lacks knowledge of facts or process. In any case, errors should not go uncorrected. Students learn better when they receive immediate feedback. Evaluation should take place at the conclusion of a major activity. The test should reflect the totality of unit objectives. Overall, a high frequency of correct responses is desired. Success is important to continued student involvement.

PERFORMANCE INDICATORS: Watchful, accurate, understanding, thorough

COMPETENT TEACHER

KEY ATTRIBUTES

Asks key questions of a few volunteers and assumes this represents the entire group. Asks, "Are there any questions?" or even assumes that it is not necessary to check for understanding. Feedback tends to be delayed (teacher takes papers home to correct overnight); stresses chapter or final tests.

RELATED CHARACTERISTICS

This teacher uses a fair amount of feedback, success and praise; attempts to gear testing toward the level of the students; questions are clearly stated and presented in a nonthreatening manner; aims instruction and testing in the middle of the group.

PERFORMANCE INDICATORS: Immediate, fair, usual, customary

INCONSISTENT TEACHER

KEY ATTRIBUTES

Only tests at the end of a unit or not at all. Doesn't share results promptly; grades on the curve rather than setting standards of performance.

RELATED CHARACTERISTICS

Slow to correct the unit tests (students don't know where they stand), which develops a high level of frustration; tests may or may not be consistent with objectives. Otherwise grades are based on other subjective observations. Teacher tends to become defensive because of weakness of position, creating problems with parents and students.

PERFORMANCE INDICATORS: Indecisive, overconscientious, erratic, secretive

DESIRED TEACHING BEHAVIORS
EVALUATION/FEEDBACK

1. Long-term planning includes periodic evaluation of the students' progress, both formal (quizzes, tests) and informal (nonverbal clues indicating whether or not the pupil comprehends the lesson).
2. Develops fair and objective tests on the basis of what is being taught.
3. Constructs tests which search for understanding on the part of students.
4. Uses frequent evaluation techniques to clarify assignments and check for understanding.
5. Records and discusses test results with students promptly.
6. Evaluates in a manner designed to encourage and support student progress according to individual growth.
7. Uses nongraded testing techniques for feedback.
8. Uses judgment, based on such evaluations, in deciding when the material must be retaught when the pupils have not adequately grasped it.
9. Utilizes diagnostic as well as summative approaches to evaluation.
10. Differentiates between norm-referenced and criteria-referenced tests

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SKILLED TEACHER

KEY ATTRIBUTES

Demonstrates ways to assist those who have not reached mastery of basic content as well as having planned activities for those who have reached mastery. Uses reults of tests; checks for understanding, while guiding initial practice. Provides continuous review.

RELATED CHARACTERISTICS

This teacher assumes that some learners will quickly master (or already have mastered) content, preplanned individualized activities of an enrichment nature are in place and students are prepared to move into them without need for further teacher direction. Those who are having problems are "rounded up" and retaught the lesson. The majority of learners are provided with guided practice to increase their strengths by "overlearning." Uses the

20%	60%	20%
need additional help	are O.K.	are first done

rule.

Minimally, this teacher uses some organized approach to assist in dealing with individual differences. Uses independent practice to strengthen skills. Understands and uses practice theory.

PERFORMANCE INDICATORS: Ingenious, flexible, responsive, systematic

COMPETENT TEACHER

KEY ATTRIBUTES

The competent teacher tends to "ability group" the students in most basic skill areas; makes limited use of information gained in checking for understanding; will vary assignments for students in various skill levels; tends to categorize students.

RELATED CHARACTERISTICS

Shows empathy for slower learners; tends to be overly consistent in dealing with problem learners; uses a formula approach in regrouping; lacks flexibility in planning for learners with special needs.

PERFORMANCE INDICATORS: Facilitative, sensible, patient, harmonious

INCONSISTENT TEACHER

KEY ATTRIBUTES

Assumes that all learners must master learning at the same rate; lets "normal distribution" sort the learners out.

RELATED CHARACTERISTICS

The teacher assumes responsibility for presentation material; the learner assumes responsibility for mastery; doesn't vary the challenge of the lesson per ability of learners.

PERFORMANCE INDICATORS: Inattentive, obliging, rigid, unconcerned

DESIRED TEACHING BEHAVIORS
MEETING THE NEEDS OF ALL LEARNERS

1. Makes allowances for different individuals and groups.
2. Groups students for instruction according to need, showing an interest in each pupil's progress.
3. Utilizes the results of diagnostic tests to provide for individual differences.
4. Develops lessons which meet the needs of the students.
5. Includes plans for students who finish first.
6. Fits practice exercises to students' needs.
7. Provides remediation or enrichment as part of a lesson.
8. Attempts to utilize student interest where possible.
9. Designs lessons with alternative activities for at least three (3) levels of achievement.
10. Utilizes techniques, such as media, peer tutors, etc., to attempt to reach each learner.

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SKILLED TEACHER

KEY ATTRIBUTES

The interactions in a skilled teacher's classroom are psychologically supportive; teacher uses praise, reinforcement and encouragement.

RELATED CHARACTERISTICS

Interactions tend to be more substantive and related to high levels of engagement. Teachers who are rated highly understand the use of rewards (extrinsic-intrinsic) and are understanding. At the highest level, teachers are able to bring out the "inner motivation" of the student, tend to be a friend to students and are emphathetic to their problems. However, these attitudes and activities are related directly to the learning objectives. They are able to maintain student engagement during seatwork. Having mastered the art of effective questioning, the teacher is able to match levels of cognition with skill level (i.e., in basic skill instruction, start with knowledge level questions). This type of teacher stresses intrinsic motivation; is actively circulating during this period of the lesson; moves briskly (seldom stopping for more than 30 seconds).

TYPICAL ACTION PLAN

At the skilled interactions level, selects the element of lowest relative performance to be the base for an action plan.

COMPETENT TEACHER

KEY ATTRIBUTES

Tends to be supportive, but reinforcements are more generalized (i.e., not related to the objective). Seatwork is more busy work; learner engagement is inconsistent.

RELATED CHARACTERISTICS

Reinforcement tends to be repetitious, aimed at the class at large, not toward individual achievements; views motivation and making things interesting "cute"; becomes focal point of reinforcers (do this for me); enthusiasm is related to personal interest areas; teacher is less active; moving about the room during seatwork, will tend to spend too much time with the individuals (a sign initial teaching wasn't successful).

TYPICAL ACTION PLAN

Might include some of the following: being more specific in reinforcers; making provision for asking questions of all; setting high but achievable goals, pushing for immediate feedback; trying for high levels of success in initial learning.

INCONSISTENT TEACHER

KEY ATTRIBUTES

Teacher behavior is shown in different ways: teacher is negative, critical and psychologically abusive to learners; desk-bound teacher who is blah, noncommital, bland or at least neutral. This may be worse than active negativism.

RELATED CHARACTERISTICS

This bland individual has assignments written on chalkboard; relies on tradition to motivate students (parents or other students) in general; ignores individual needs; lacks self-confidence and projects this to learners. This "super critic" may have other psychological needs met by having "power position" in the classroom.

TYPICAL ACTION PLAN

Might include some of the following: moves around classroom; develops classroom presence; starts praising accomplishment; recognizes achievement; works on some self-help materials.

SKILLED TEACHER

KEY ATTRIBUTES

Recognizes all aspects of a motivation program (i.e., level of concern, feeling, tone, knowledge of results, success as well as interest); is able to establish high expectation for achievement within the learner; stresses intrinsic motivation.

RELATED CHARACTERISTICS

Blends tension and support for the learner; knows when to increase or decrease stress within the classroom; has a balanced program utilizing all aspects of motivation theory; is able to set tasks at the appropriate level (i.e., a balance between difficulty and success); develops systematic communication links with students and parents regarding classroom behavior as well as academic progress; uses well the emotional climate of the classroom; works hard to develop "inner motivation" of the learner; will allow learner to "buy into" the program; gets learner to identify with the task.

PERFORMANCE INDICATORS: Successful, inspirational, varied, adaptable

COMPETENT TEACHER

KEY ATTRIBUTES

Tends to view motivation as "interest."

RELATED CHARACTERISTICS

Has many games; interesting and clever bulletin boards; uses novel ideas; always seeks things that are unique and to some degree "cute"; works hard at relating

interesting items to the curriculum; when giving feedback to learner, stresses intrinsic motivation (i.e., gold stars, stickers, etc.); often will "reward" students for doing well.

PERFORMANCE INDICATORS: Humorous, clever, stable, even tempered

INCONSISTENT TEACHER

KEY ATTRIBUTES

Motivates primarily through raising student's level of concern by tests, threats and other negative stress, or is totally neutral in all matters.

RELATED CHARACTERISTICS

Establishes standards of academic performance that cannot be achieved by the class; stresses failure; tends to ignore or intimidate students; ignores the various aspects of a good motivation program; teacher is characterized by being "bad" or worse yet, "bland."

PERFORMANCE INDICATORS: Gentle, mild, stressful, unsure

DESIRED TEACHING BEHAVIORS
MOTIVATIONAL APPROACH

1. Provides variety and balance in types of activities as well as transitions between activities or lessons.
2. Tries innovative and unusual techniques when appropriate.

3. Demonstrates initiative and originality in selecting, organizing, and using a variety of matierials and instructional aids.
4. Helps students feel free to approach and communicate.
5. Is able to "adjust" the emotional climate in the classroom.
6. Is able to raise or lower each student's level of concerns.
7. Relates to major experience in each student's life.
8. Has each learner experience success.
9. Demonstrates an understanding of intrinsic or extrinsic motivation.
10. Keeps learner aware of his/her progress.

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SKILLED TEACHER

KEY ATTRIBUTES

Understands and uses the basic elements of reinforcement theory (i.e., positive, negative and extinction); relies on positive reinforcement and extinction as the basic model; demonstrates proper use of praise; ends interactions on a positive note.

RELATED CHARACTERISTICS

Provides immediate reinforcement related to the learning task (or behavior situation); is able to define relationship between achievement and reinforcers (i.e., enjoyment, special privileges, approval); does not reinforce unproductive behavior; only reinforces positive behavior; is consistent in using reinforcement strategies; works with the class as well as individual students; follows a negative reinforcer with a positive one as soon as possible; reinforces parts of larger difficult learning.

PERFORMANCE INDICATORS: Praiseful, positive, prompt, complimentary

COMPETENT TEACHER

KEY ATTRIBUTES

Tends to be very positive and supportive of students; generally is quite repetitious in use of verbal reinforcers (i.e., "O.K., O.K."); finds it difficult to ignore nonproductive behavior.

RELATED CHARACTERISTICS

Tends to be concerned with the class as a whole and reinforces the group at the expense of individuals; reinforcers may be too general; tends to be a little "picky" when something should be ignored.

PERFORMANCE INDICATORS: Respectful, considerate, moderate, mechanistic

INCONSISTENT TEACHER

KEY ATTRIBUTES

Two aspects of the low achieving teacher are; over-emphasis on nonproductive behavior; stressing negative reinforcers.

RELATED CHARACTERISTICS

Says things are good when they are not; leaves students with negative feelings; makes every event a major case; is consistent in use of reinforcers; promotes teacher pleasing; not concerned with individual's emphasis of fear of failure; seldom gives positive verbal feedback; will reinforce undesirable behaviors.

PERFORMANCE INDICATORS: Aloof, belligerent, critical, faultfinding

DESIRED TEACHING BEHAVIORS
REINFORCEMENT STYLE

1. Encourages student questions.
2. Shows support and respect for all students, calling them by name.
3. Uses praise that is genuine and focuses on student performance.
4. Accepts students' ideas and feelings, involving them in the lesson.
5. Is able to ignore some less desirable behaviors.
6. Is specific and consistent in reinforcing desired behaviors.

7. Uses responses that reinforce learning and develop self-confidence.
8. Leaves students with positive feelings.
9. Reinforces each step of difficult learning.
10. Determines an appropriate reinforcement for individuals and groups. For example, being patient and liberal in praise for lower achievers even when answers are not completely correct.

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SKILLED TEACHER

KEY ATTRIBUTES

Learning environment is orderly; maintained with a minimum of teacher effort. Classroom is relatively free from disruptive pupil behavior; makes use of all available time for academic matters; is skillful in professional communication.

RELATED CHARACTERISTICS

The superior teacher spends little time in rebuking and criticizing students; has developed procedures to handle administrative details; presents him/herself in a confident, assertive manner. This style of teacher, while more supportive of students, tends to be less permissive. Students tend to cooperate with each other and take on responsibility; classroom is run in a friendly but direct businesslike way; has well-defined procedures that have been taught to the class early in the year and follow thereafter. Teacher directs classroom activities; poised, assertive and dynamic in the classroom.

TYPICAL ACTION PLAN

At the skilled level, selects the element of lowest relative performance to be the base for an action plan.

COMPETENT TEACHER

KEY ATTRIBUTES:

Tends to run a tight ship, but is characterized by uniformity, lack of information and more nagging, consistent procedures, lacking in imagination, but has respectful relationships with the students.

RELATED CHARACTERISTICS

Maintains order, but at a price; more time spent on "threats"; tends to be somewhat inconsistent; can be quite demanding of the students in terms of conformity; can be arbitrary in terms of personal relationships; may be caused by lack of understanding of basic teaching functions or skills in curriculum area; tends toward defensiveness in professional relationships; adheres to the status quo.

TYPICAL ACTION PLAN

Might include some of the following: working with peers in developing engagement rate observations; studying Glasser approaches to encourage the concept that students have self-responsibilities; "acting out" a lesson before a videotape camera to gain perceptions of personal style.

INCONSISTENT TEACHER

KEY ATTRIBUTES

Maintains order by threats, rebukes, negativism, or has no control over the class; typically challenges change; limited communication skills.

RELATED CHARACTERISTICS

May embarrass students in front of class, inconsistent with discipline; has favorites in class; makes threats with no intention of carrying them out; may over-react in discipline situations; uses additional homework as punishment; may need outside assistance in maintaining order; spends time telling of personal incidents (home, war stories, etc.); lacks validity; administrative details

may be more important than teaching; doesn't like give and take of team planning; values tradition, order and quiet above all; sees students as a threat; tends toward inflexibility in the use of time; may have desk at the front of room and sits at it during practice sessions.

TYPICAL ACTION PLAN

Might include some of the following: use the Performax's Personal Profile System or Values Analysis Profile to gain insight into interpersonal style; work on developing more self-confidence; identify areas of strengths and weaknesses and build on them (Caution: while striving to assist this type of teacher, do not lower your standards.).

SKILLED TEACHER

KEY ATTRIBUTES

Poise, confidence, openness, excellent communication skills, sense of direction.

RELATED CHARACTERISTICS

As a successful teacher, this person is in charge of the classroom; he/she communicates a feeling of importance to the tasks at hand; takes responsibility to see that students learn; conducts lessons that are smooth, well paced and consistent. The classroom feels "alive" with a spirited and yet relaxed atmosphere.

PERFORMANCE INDICATORS: Confident, efficient, poised, firm

COMPETENT TEACHER

KEY ATTRIBUTES

Runs a tight ship; follows rules and procedures, supports traditions.

RELATED CHARACTERISTICS

Is a good team member; supports school rules; is consistent and thorough; consequences of bad behavior are reasonable and generally followed through; tends to punish class for misbehavior of a few; leans toward negative reinforcement; is not flexible in terms of unplanned intrusion into the class; in general, keeps things moving; projects a neat, controlled image.

PERFORMANCE INDICATORS: Calm, steady, industrious, commanding

INCONSISTENT TEACHER

KEY ATTRIBUTES

Two dimensional; yells and places overemphasis on control or lack of control.

RELATED CHARACTERISTICS

May ignore troublemakers; nags; makes hollow threats; shouts and generally loses the contest of "who is in charge"; deals with class as a whole; procedures are sloppy and need to be retaught because of inconsistency; relies on experience and storytelling; tends to emphasize failure.

PERFORMANCE INDICATORS: Lenient, loose, tense, inconsistent

DESIRED TEACHING BEHAVIORS
CLASSROOM MANAGEMENT

1. Tells students what is expected in terms of classroom behavior.
2. Establishes a consistent, efficient pattern for rolltaking, announcements, etc.
3. Is understanding of youth characteristics dominant within age group and gender.
4. Maintains a sense of humor, is fun to be with.
5. Supervises entire class while some students are involved with group activities.
6. Moves around in the classroom.

7. Effectively uses gesture, eye contact, movement, etc.
8. Encourages student involvement in the classroom.
9. Provides a fair, firm, consistent use of discipline.
10. Maintains classroom environment, free from disruptive behavior, with a seeming minimum of effort.

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SKILLED TEACHER

KEY ATTRIBUTES

Has clarity in terms of long-range goals for the students and the school; goals are specific and aimed at worthy outcomes, works with other teachers, principal and parents in achieving goals.

RELATED CHARACTERISTICS

Is realistic in views of students, yet is supportive; is enthusiastic about teaching; could be characterized as committed; looks, acts and dresses in correct fashion; has good self-esteem, a positive attitude about the school and community; cooperative attitude and is a good communicator.

PERFORMANCE INDICATORS: Self-assured, enthusiastic, cooperative, responsible

COMPETENT TEACHER

KEY ATTRIBUTES

Goal vision is blurred, uses words like better, good, or "we want to keep things the way they are."

RELATED CHARACTERISTICS

Has a matter-of-fact attitude about students, colleagues, principal; lacks understanding of schoolwide goals; keeps the class moving, but it is difficult to determine direction; tends to be placid and nonthreatening; may not follow through in terms of faculty committee assignments.

PERFORMANCE INDICATORS: Gregarious, conformist, friendly, reserved

INCONSISTENT TEACHER

KEY ATTRIBUTES

Keeps the boat from rocking; keeps distance from students, school and community.

RELATED CHARACTERISTICS

Lacks desire for improvement; testing relationships with the rest of staff; defends status quo; looks back to the good old days; classroom performance is repetitious, dull, lacking purpose and direction; communication skills and self-esteem seem low; resists constructive criticism.

PERFORMANCE INDICATORS: Easily led, docile, noncommunicative, courteous

DESIRED TEACHING BEHAVIORS
PROFESSIONALISM

1. Maintains attractive and appropriate manner in dress, appearance, actions and speech. Sets a good example for students, parents, and co-workers in each of these areas.
2. Is forceful, enthusiastic, and pleasant.
3. Is responsible for attendance and punctuality.
4. Cares about the school, the children and his/her colleagues.
5. Demonstrates high level of problem-solving skills both inside and outside the classroom.

6. Has good self-image and shares self with students.
7. Confers and cooperates with school personnel and parents about behavior problems when appropriate.
8. Works well in a team situation. Communicates effectively with other teachers and administrators.
9. Promotes parent/community interest in the school.
10. Enters into discussion and interaction with evaluator for purpose of improved professional development.

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The computer analysis component of the Teaching Performance Profile-Diagnostic Evaluation has two major functions.

The first function relates to the individual lesson. The System provides information that shows performance of the teacher as compared to his/her peer group. Data is cumulative on successive printouts and can be used to chart progress. By providing information to the teacher, they are generally able to spot the area to be "worked on." The printout assists in developing a clinical attitude and aids the supervisor in coaching the teacher. Teachers appreciate being able to compare their teaching performance with a peer group.

The second function of the computer analysis system is to develop a data base. The data can be used for research, the establishment of norms, comparisons between programs, schools and/or departments. This information can also be used in determining inservice programs and in evaluating the effectiveness of the program. The software manual gives detailed procedures in managing the data base.

The computer analysis may not normally be available for the conference. The supervisor can use the printout to confirm the accuracy of the action plan. The printout then becomes the introductory portion of the next conference.

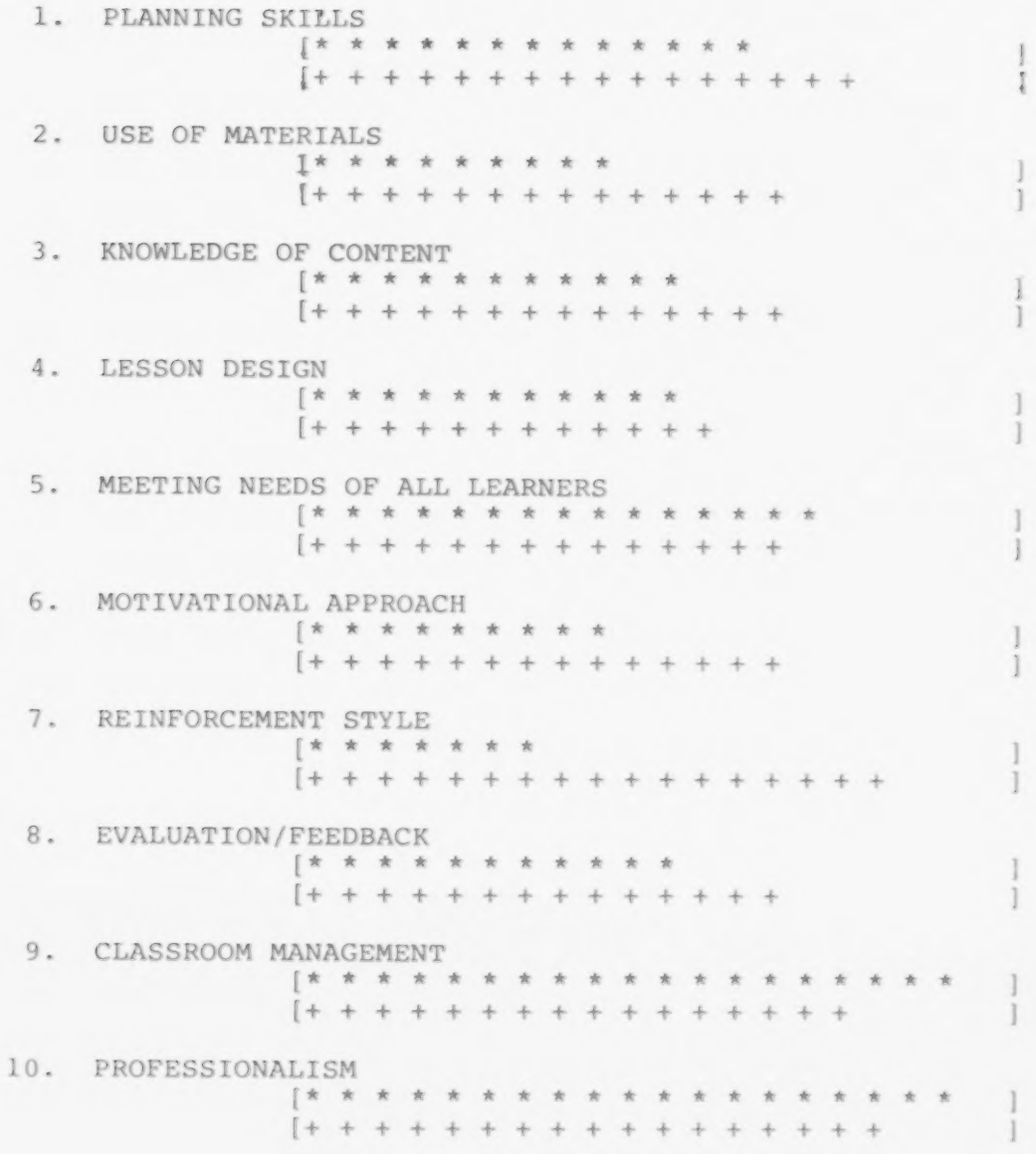
In the attached printouts, you can note the differing profiles of three beginning intern teachers. All are excellent individuals with high promise. Standard teaching tasks, 1,2 and 3 can be merged to create the

element Curriculum; 4,5 and 6 become Instructional Systems; 7 and 8 are Interactions; and 9 and 10 Management Style.

The key at the bottom of the sheet indicates by symbol the teacher observed and the peer group average. The number associated with average is the number of observations the average is based on. The Lesson Effectiveness Index is an indicator of overall lesson competence. What Action Plan would you recommend for these teachers?

THE PERFORMANCE TEACHING PROFILE

DIAGNOSTIC EVALUATION



LESSON EFFECTIVENESS INDEX:

*[46

+[60

KEY

DATE:

*: Teacher "X"

+: 82 Average Average

THE PERFORMANCE TEACHING PROFILE

DIAGNOSTIC EVALUATION

1. PLANNING SKILLS
[* * * * * * * * * * * * * * * * *]
[+ + + + + + + + + + + + + + + + +]

2. USE OF MATERIALS
[* * * * * * * * * * * *]
[+ + + + + + + + + + + + + +]

3. KNOWLEDGE OF CONTENT
[* * * * * * * * * * * * * * * * *]
[+ + + + + + + + + + + + + + +]

4. LESSON DESIGN
[* * * * * * * * * * * * * * * * *]
[+ + + + + + + + + + + + +]

5. MEETING NEEDS OF ALL LEARNERS
[* * * * * * * * * * * * * * * * *]
[+ + + + + + + + + + + + + + +]

6. MOTIVATIONAL APPROACH
[*]
[+ + + + + + + + + + + + + + +]

7. REINFORCEMENT STYLE
[* * * * * * * * * * * * * * * * *]
[+ + + + + + + + + + + + + + + + +]

8. EVALUATION/FEEDBACK
[* * * * * * * * * * * * * * * * *]
[+ + + + + + + + + + + + + + +]

9. CLASSROOM MANAGEMENT
[*]
[+ + + + + + + + + + + + + + + + +]

10. PROFESSIONALISM
[* *]
[+]

LESSON EFFECTIVENESS INDEX:
*] 69
+] 60

KEY

DATE:

*: Teacher "Y"
+: 82 Average Average

THE PERFORMANCE TEACHING PROFILE

DIAGNOSTIC EVALUATION

1. PLANNING SKILLS
[* * * * * * * * * * * * * *]
[+ + + + + + + + + + + + + + + + + +]

2. USE OF MATERIALS
[* * * * * * * * * *]
[+ + + + + + + + + + + + + + + + +]

3. KNOWLEDGE OF CONTENT
[* * * * * * * * * *]
[+ + + + + + + + + + + + + + + + +]

4. LESSON DESIGN
[* * * * * * * * * * * * * * *]
[+ + + + + + + + + + + + + + +]

5. MEETING NEEDS OF ALL LEARNERS
[* * * * * * * * * *]
[+ + + + + + + + + + + + + + + + +]

6. MOTIVATIONAL APPROACH
[* * * * * * * * * * * * * * * *]
[+ + + + + + + + + + + + + + + +]

7. REINFORCEMENT STYLE
[*]
[+]

8. EVALUATION/FEEDBACK
[* * * * * * * * * * * *]
[+ + + + + + + + + + + + + + + + +]

9. CLASSROOM MANAGEMENT
[* * * * * * * * * * * * * * * * * * *]
[+ + + + + + + + + + + + + + + + + +]

10. PROFESSIONALISM
[*]
[+]

LESSON EFFECTIVENESS INDEX:
*] 54
+] 60

KEY DATE:

*: Teacher "Z"
+: 82 Average Average

As a professional supervisor, certain steps must be taken to assure the integrity of the process:

1. Objectivity— In that the supervisor often is the coach and the judge, it is important to keep the roles separate. As a coach you are trying to help the teacher to higher levels of performance. As a judge you measure how high the teacher has achieved. Interchanging these roles can only lead to future problems. You must focus on each task in terms of the function. You must understand the difference between diagnostic activities and summative evaluation. In a recent nonrenewal hearing, the principal undermined his own case when the teacher produced notes from the principal lauding her teaching performance. He defended himself by saying he was trying to show positive reinforcement for the teacher's effort. His diagnostic activities were confused with the evaluative responsibilities.

2. Specificity— Making general comments doesn't provide much feedback. Specific desired teaching behaviors must be reinforced and desired behaviors taught. The supervisor must have a thorough knowledge of the technical aspects of teaching.

3. Commitment to the students— The purpose of the Teaching Profile-Diagnostic Evaluation is to focus on higher student achievement. If the System were to be abused for the purpose of school politics, favoritism skewed by the so-called "halo effect" or other misuses, it truly would be a breach of

professional ethics. Not only is the supervisor's professional credibility damaged, but the lofty goals of the school dimmed. Teachers unwilling to participate in constructive, research-based improvement programs likewise retard school improvement activities. One of the goals of the Teaching performance Profile— Diagnostic Evaluation is to be "up front" so that decisions can be related to school purposes.

4. Focus on the lesson, not the person— When individuals undergo evaluation, it can be a threatening procedure. The greatest threat is when the individual feels the purpose of the evaluation is aimed at him/her as a person. In order to develop clinical attitudes, the evaluation is referenced to the lesson. Working together to interpret and develop an action plan is exciting, fun and professional. For one person to determine if another is "OK" demands God-like qualities. It is enough for us to relate to each other with mutual respect and commitment to improvement. Harold S. Hook, CEO of American General Corporation of Houston, Texas, summed his philosophy on evaluation: "We never evaluate the individual because he is either priceless or worthless...we evaluate the contribution that is made."

Many, if not most, teachers and supervisors are dissatisfied with the outcome of conferences. This is caused by:

1. Generalized statements: "You're a great teacher," or "Here, fill in your own evaluation form."
2. Lack of specific data on teaching performance
3. Miscommunication based on differing vocabularies of teaching.
4. Inability to compare teaching performance between staff, districts and regions
5. A confusion between diagnostic (formative) and evaluative (summative) conferences
6. No written agreement as to results of conference.

The Teaching Performance Profile-Diagnostic Evaluation addresses all of the problems enabling an infinite number of creative outcomes as a result of the conference.

The purpose of the conference is the promotion of the teacher's growth in effective teaching. The evaluation function comes as a result of three or more conferences and is a summation. With clarity of purpose, the following ideas may be helpful:

1. Conferences will be positive.
2. Conferences will stress accomplishment or contributions.
3. Teachers will be treated as professionals.
4. Growth will be a cause for celebration .
5. Focus on achievable goals to be accomplished before the next conference.
6. It is as important to reinforce that which is done correctly as to point out less desirable teaching behaviors.

Some of the less helpful or negative approaches might be:

1. Using too much information
2. The supervisor does all the talking.
3. Avoiding the point of the conference
4. Not listening to one another
5. Not checking for understanding

The objective of summative evaluation is to "add up" the data elements and prepare a final report on the teaching performance of the individual. To accomplish this, the supervisor reviews the observations, interpretations and action plans, notes progress and makes inferences when necessary. Additional data can come from other than observations. Lesson plans, conferences, direct questions are some of the sources that might be used. It may be helpful to sit down with a blank piece of paper and write down everything that relates to the teacher's performance. Things major, minor and trivial can be included.

Having completed this task, the supervisor is prepared to complete the summative evaluation. Each of the ten task areas has a ten-item response scale. These items have been selected from literally hundreds of public school, college and university evaluation scales and represent mainstream thinking as to what teaching behaviors are considered important by the profession. These behaviors are fitted into the Digicator System. The supervisor indicates level of performance by entering a number in the appropriate box 1=skilled, 2=competent and 3=inconsistent. The numbers are totaled and entered on the appropriate key. At the end of each task is an area titled Reference Points. Here the supervisor can summarize the teaching pattern that has emerged in the specific task area.

After completing the scale for the 100 teaching behaviors, the supervisor calculates the Element Indexes and Teaching Effectiveness Index and creates a bar graph on the appropriate scale. The supervisor may wish to combine the Teaching Effectiveness Indexes of each teacher on a common scale, in effect creating local norms.

The final task is the narrative summary and recommendation. The key to an effective summary and recommendation is to remember that most people prefer to deal with a limited number of facts. Highly complex performance evaluations often fail in that facts are obscured by jargon, confusing because they contain both positive and negative comments or lose the main message in detail.

You can present a clear, crisp analysis of teaching performance. Look to the Reference Points for relationships between the various items. You will probably see that seemingly unrelated behaviors combine into major thoughts. These thoughts become the basis for the summary and recommendations. Presented in a logical fashion and supported by examples, the evaluator will carry the message intended.

Effective teaching does make a difference not only in terms of direct student outcomes but also higher self-esteem on the part of professional teachers. Teachers find a restored sense of professionalism by coming to understand and utilize the knowledge of the science of teaching. The Teaching Performance Profile-Diagnostic Evaluation System provides teachers with a powerful developmental experience by giving them feedback and insight into their teaching performance. Supervisors also gain increased credibility by focusing on meaningful research-based performance-oriented issues. They also have access to information based on grouped data hitherto unavailable.

These desirable outcomes occur because within the Teaching Performance Profile-Diagnostic Evaluation System the following components exist:

1. Standard Teaching Tasks are identified.
2. A record of Teaching Behaviors in scorable form is developed.
3. Diagnostic information that allows the planning of remedial training and measures changes that occur is obtained.
4. A data base is developed so researchers can develop standards and study related aspects of teaching.
5. Scores and resulting data provide a base for managing instructional development programs.

The power of this system is only limited by the imagination and skill of the user. Applied with intelligence and integrity, the Teaching Performance Profile-Diagnostic Evaluation approach is a powerful force for teaching improvement.

APPENDIX

THE Teaching™ ...rmance ...file

Diagnostic Evaluation

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University of Wisconsin, LaCrosse

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Wisconsin System

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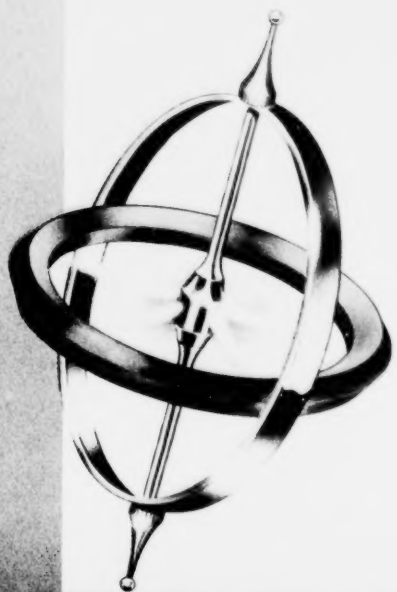

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Biographical

Date: _____

Last Name: _____

First Name: _____

ID Number: _____

Assignment: Enter Letter _____ A) EC-K B) Primary C) Middle School D) High School

College or University _____

Major: Enter Number _____ Enter Number of Second Major: (0 if none) _____

1) Art
2) Biology
3) Business Education
4) Chemistry
5) Computer Science
6) Ed. Media
7) El. Ed.
8) English
9) Foreign Lng.
10) Geography
11) Health Ed.
12) History
13) Industrial Arts
14) Math
15) Music
16) Phys. Ed.
17) Physics
18) Poli. Sci.
19) Science
20) Social Std.
21) Sociology
22) Special Ed.
23) Speech
24) Other _____

Student Teacher? Yes ☐ No ☐ Intern? Yes ☐ No ☐ GPA _____

Teacher? Yes ☐ No ☐ Years Experience _____

School Name _____

Address: _____ State: _____

City: _____ Sex: _____

Zip: _____

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OBSERVATION 1

Scope

Students should learn as much as possible while they are in the classroom. Most learning occurs when the students are engaged in academic tasks. Teachers making intelligent decisions in the area of instructional and group processes have the power to direct learning.

The *Teaching Performance Profile—DIAGNOSTIC EVALUATION* creates a structured environment within which teaching behaviors can be observed, categorized, appraised, analyzed, and quantified for the purpose of diagnosis, improvement and evaluation. The basis for *Diagnostic Evaluation* is found in the historical traditions of the teaching profession, current research in areas of curriculum, human interactions, management practices and instructional design. The application of modern data processing techniques to the instructional management field provides the basis for effective decisionmaking.

As a supervisor, you will evaluate teaching behaviors in an objective fashion based on your professional skills, give feedback and provide teachers with specific information to enable them to strengthen their skills.

Effective teaching is demanding. Intelligent decisions based on researched techniques can improve teaching. Utilizing the Diagnostic Evaluation increases the probability that higher achievement will be attained by the students. What could be more exciting than assisting a person in becoming a true professional in the most challenging of fields . . . TEACHING!

Observation Directions

Action cues are provided for each of the task areas. These are highly condensed (but research-based) keys to effective lessons. They are intended to assist the observers in focusing on major teaching behaviors and aid the process of data gathering. The cues are not specific to any discipline. Individual observers may wish to augment the action cues with personalized cues. Concepts that are discipline specific or reflective of the supervisors/schools/education values provide an excellent base for personalized cues. The process of developing personalized goals is an excellent staff development activity. It is important to share and discuss the personalized cues with those involved in the *Teaching Performance Profile—Diagnostic Evaluation System.*

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Observation Guide

Action Cues

Curriculum

Planning Skills: Lesson has objective and purpose, is appropriate for the class—well timed and paced, consistent throughout; reviews.

Use of Materials: Uses diversity of materials that appeal to student's various sensory inputs. Handles expeditiously. Emphasizes success and interest.

Knowledge of Content: Competent with content. Provides connection between old and new materials—shows relationships, identifies basic knowledge. Presents simple moving toward complex; reviews.

Instructional System

Lesson Design: Demonstrates systematic approach, including: review, presentation, use of examples.

Evaluation/Feedback: Derives information from the group as to general progress. Provides feedback to the group and individuals; has diagnostic and summative testing processes.

Meeting the Needs of All Learners: Demonstrates ways to assist those who have not mastered basic content, and provides planned activities for those who have reached mastery. Uses techniques including grouping, guided and independent practice and periodic review.

Interaction

Motivational Approach: Demonstrates evidence of using level of concern, success, interest and feeling to stimulate students.

Reinforcement Style: Demonstrates knowledge of positive reinforcement—negative reinforcement, and extinction. Is specific, varies reinforcers on individual basis.

Management Style

Classroom Management: Maintains with a minimum of teacher effort, few rebukes, less criticism. Class held with freedom of disruptive student behavior. Basic management procedures established.

Professionalism: Responds well to constructive criticism, participates in group decisions. Promotes team concept. Projects positive image in the classroom, goes beyond minimal expectations.

Personalized Cues

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Observation

DATE _____

START TIME _____ FINISH _____

Instructional Objective _____

Curriculum _____

Instructional System _____

Interaction _____

Management Style _____

TEACHER _____ OBSERVER _____

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Performance Appraisal

- Read each of the six adjectives in Column A, Planning Skills, CURRICULUM.
- Check *one* adjective that best describes the teaching behavior; repeat for Column B.
- Continue in same manner for remaining Teaching Tasks.
- Refer to KEY, match each adjective checked to alphabetized list and note numerical value.
- Write numerical value for each Column A and B choice in respective A and B oval.
- Tally numerical values per each of four teaching elements; Write score in respective TOTAL oval.
- Graph scores on INTERPRETATION page.

Curriculum

Total ( )

Planning Skills

Column A		Column B
☐ traditional		☐ foresighted
☐ purposeful		☐ frivolous
☐ overeager		☐ sequential
☐ unclear		☐ practical
( ) ☐ objective		( ) ☐ informative
☐ realistic		☐ lavish

Use of Materials

☐ selective	☐ knowledgeable
☐ repetitious	☐ imaginative
☐ organized	☐ minimal
☐ passive	☐ deliberate
( ) ☐ conventional	( ) ☐ resourceful
☐ innovative	☐ arbitrary

Knowledge of Content

☐ familiar	☐ expressive
☐ elusive	☐ lax
☐ specific	☐ insightful
☐ scholarly	☐ plainspoken
( ) ☐ ordinary	( ) ☐ certain
☐ broadminded	☐ noncritical

Instructional System

Total ( )

Lesson Design

Column A		Column B
☐ scientific		☐ distinct
☐ vague		☐ lacking
☐ logical		☐ consistent
☐ succinct		☐ intuitive
( ) ☐ hesitant		( ) ☐ random
☐ restrictive		☐ persuasive

Evaluation/Feedback

☐ understanding	☐ thorough
☐ indecisive	☐ fair
☐ immediate	☐ customary
☐ watchful	☐ accurate
( ) ☐ usual	( ) ☐ overconscientious
☐ erratic	☐ secretive

Meeting the Needs of All Learners

☐ sensible	☐ facilitative
☐ harmonious	☐ flexible
☐ inattentive	☐ unconcerned
☐ ingenious	☐ rigid
( ) ☐ obliging	( ) ☐ patient
☐ responsive	☐ systematic

Management Style

Total ( )

Classroom Management

Column A		Column B
☐ lenient		☐ steady
☐ confident		☐ com nanding
☐ calm		☐ loose
☐ poised		☐ efficient
( ) ☐ inconsistent		( ) ☐ tense
☐ industrious		☐ firm

Professionalism

☐ cooperative	☐ conformist
☐ friendly	☐ responsible
☐ easily led	☐ docile
☐ gregarious	☐ enthusiastic
( ) ☐ self assured	( ) ☐ reserved
☐ noncommunicative	☐ courteous

Interaction

Total ( )

Motivational Approach

Column A		Column B
☐ stable		☐ varied
☐ successful		☐ clever
☐ stressful		☐ inspirational
☐ gentle		☐ unsure
( ) ☐ adaptable		( ) ☐ mild
☐ humorous		☐ eventempered

Reinforcement Style

☐ positive	☐ critical
☐ complimentary	☐ moderate
☐ negligent	☐ praiseful
☐ faultfinding	☐ aloof
( ) ☐ mechanistic	( ) ☐ respectful
☐ considerate	☐ prompt

TEACHER _____ OBSERVER _____

DATE _____

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Key

Column A				Column B			
adaptable	7.5	noncommunicative	1.5	accurate	6	lacking	1
broadminded	6	objective	5	aloof	3	lavish	2
calm	4.5	obliging	2	arbitrary	2	lax	1
complimentary	7.5	ordinary	2	certain	3	loose	3
confident	9	organized	6	clever	6	mild	3
considerate	6	overeager	2	commanding	6	minimal	1
conventional	3	passive	1	conformist	6	moderate	4.5
cooperative	7.5	poised	7.5	consistent	6	noncritical	2
easily led	3	positive	9	courteous	3	overconscientious	2
elusive	1	purposeful	6	critical	1.5	patient	3
erratic	1	realistic	4	customary	3	persuasive	4
familiar	3	repetitious	2	deliberate	3	plainspoken	4
faultfinding	1.5	responsive	5	distinct	5	practical	3
friendly	4.5	restrictive	3	docile	1.5	praiseful	7.5
gentle	3	scholarly	5	efficient	9	prompt	9
gregarious	6	scientific	6	enthusiastic	9	random	2
harmonious	3	selective	4	eventempered	4.5	reserved	4.5
hesitant	2	self assured	9	expressive	6	resourceful	5
humorous	6	sensible	4	facilitative	4	respectful	6
immediate	4	specific	4	fair	4	responsible	7.5
inattentive	1	stable	4.5	firm	7.5	rigid	1
inconsistent	1.5	stressful	1.5	flexible	6	secretive	1
indecisive	2	successful	9	foresighted	5	sequential	6
industrious	6	succinct	5	frivolous	1	steady	4.5
ingenious	6	traditional	3	imaginative	6	systematic	5
innovative	5	unclear	1	informative	4	tense	1.5
lenient	3	understanding	5	insightful	5	thorough	5
logical	4	usual	3	inspirational	9	unconcerned	2
mechanistic	4.5	vague	1	intuitive	3	unsure	1.5
negligent	3	watchful	6	knowledgeable	4	varied	7.5

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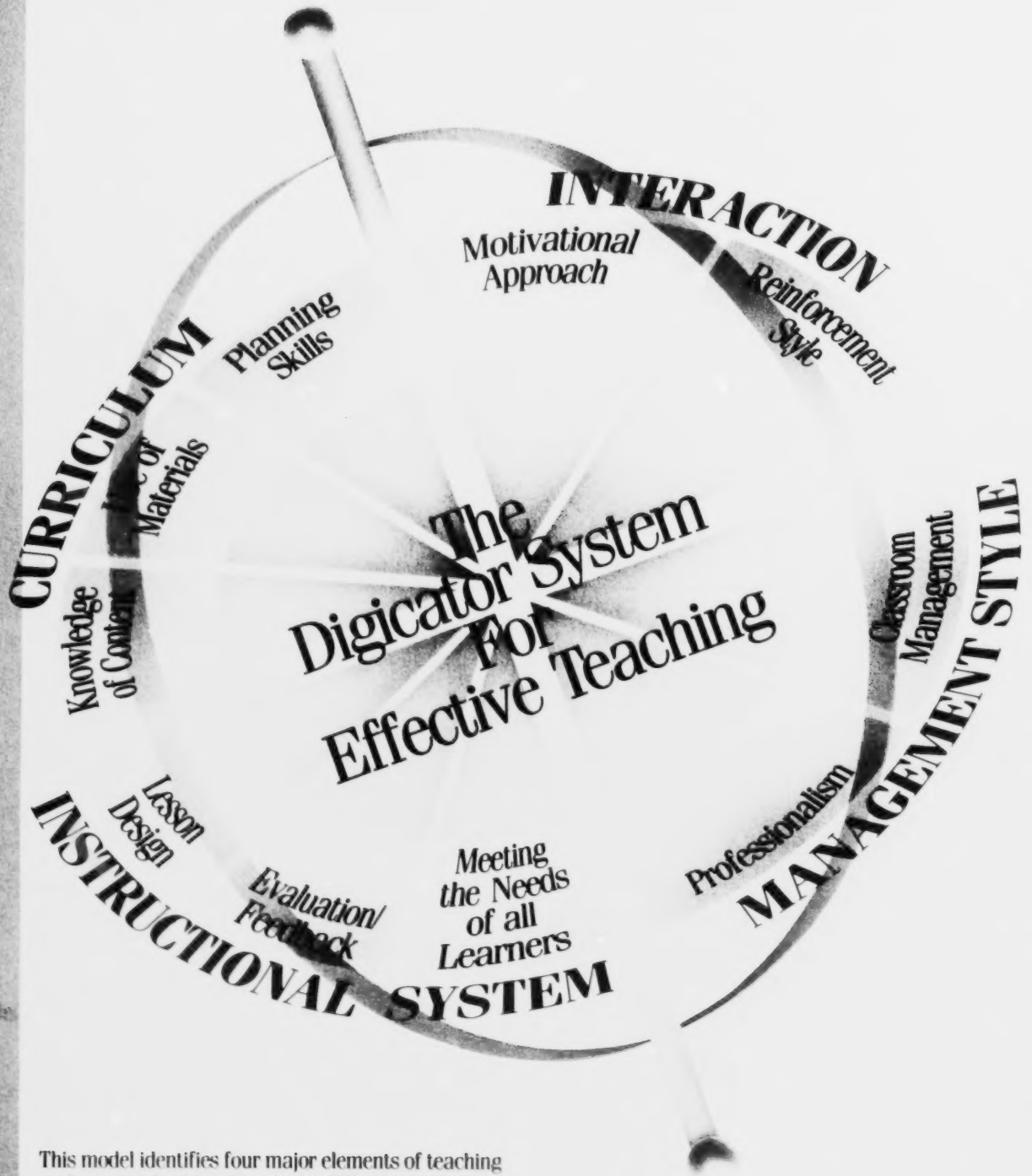

This model identifies four major elements of teaching and ten standard teaching tasks. Effective teachers understand the importance of holistic teaching and seek to bring balance to their teaching behaviors. The model is basic, yet flexible, allowing an infinite number of creative solutions to instructional challenges.

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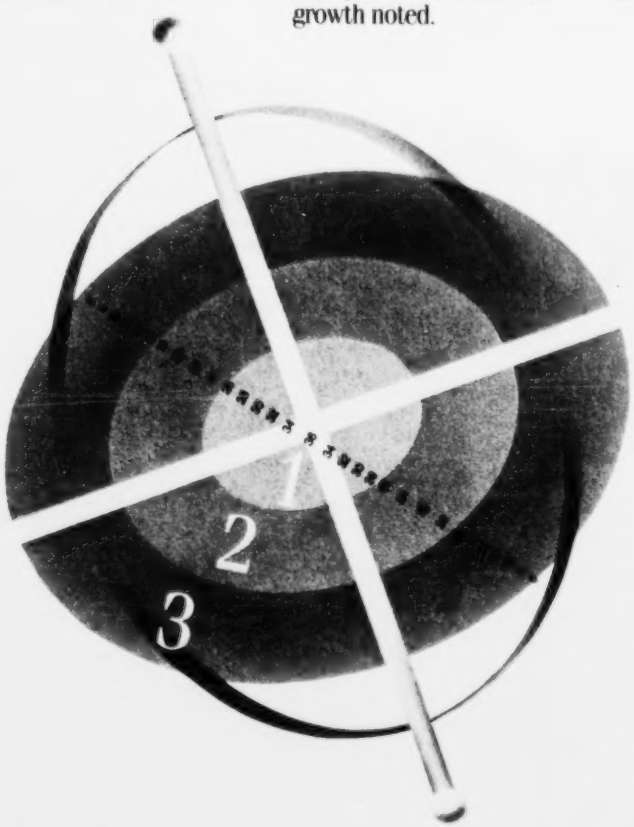
Interpretation

DATE _____

1 *SKILLED*
The teacher exceeds the norm. High performance and potential.

2 *COMPETENT*
The teacher is in the norm range. Solid performance, high potential, consistent growth noted.

3 *INCONSISTENT*
A flip flop behavior pattern. Difficult to judge potential, irregular profile.



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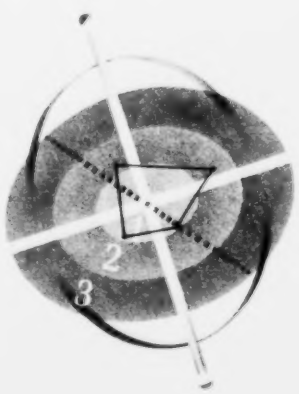

Action Plan

TEACHER _____ OBSERVER _____

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OBSERVATION 2

Observation

DATE _____

START TIME _____ FINISH _____

Instructional Objective _____

Curriculum _____

Instructional System _____

Interaction _____

Management Style _____

TEACHER _____ OBSERVER _____

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Performance Appraisal

- Read each of the six adjectives in Column A, Planning Skills, CURRICULUM.
- Check *one* adjective that best describes the teaching behavior; repeat for Column B.
- Continue in same manner for remaining Teaching Tasks.
- Refer to KEY, match each adjective checked to alphabetized list and note numerical value.
- Write numerical value for each Column A and B choice in respective A and B oval.
- Tally numerical values per each of four teaching elements; Write score in respective TOTAL oval.
- Graph scores on INTERPRETATION page.

Curriculum — *Total* ( )

Planning Skills

Column A		Column B
☐ traditional		☐ foresighted
☐ purposeful		☐ frivolous
☐ overeager		☐ sequential
☐ unclear		☐ practical
( ) ☐ objective		( ) ☐ informative
☐ realistic		☐ lavish

Use of Materials

☐ selective	☐ knowledgeable
☐ repetitious	☐ imaginative
☐ organized	☐ minimal
☐ passive	☐ deliberate
( ) ☐ conventional	( ) ☐ resourceful
☐ innovative	☐ arbitrary

Knowledge of Content

☐ familiar	☐ expressive
☐ elusive	☐ lax
☐ specific	☐ insightful
☐ scholarly	☐ plainspoken
( ) ☐ ordinary	( ) ☐ certain
☐ broadminded	☐ noncritical

Instructional System — *Total* ( )

Lesson Design

Column A		Column B
☐ scientific		☐ distinct
☐ vague		☐ lacking
☐ logical		☐ consistent
☐ succinct		☐ intuitive
( ) ☐ hesitant		( ) ☐ random
☐ restrictive		☐ persuasive

Evaluation/Feedback

☐ understanding	☐ thorough
☐ indecisive	☐ fair
☐ immediate	☐ customary
☐ watchful	☐ accurate
( ) ☐ usual	( ) ☐ overconscientious
☐ erratic	☐ secretive

Meeting the Needs of All Learners

☐ sensible	☐ facilitative
☐ harmonious	☐ flexible
☐ inattentive	☐ unconcerned
☐ ingenious	☐ rigid
( ) ☐ obliging	( ) ☐ patient
☐ responsive	☐ systematic

Management Style — *Total* ( )

Classroom Management

Column A		Column B
☐ lenient		☐ steady
☐ confident		☐ commanding
☐ calm		☐ loose
☐ poised		☐ efficient
( ) ☐ inconsistent		( ) ☐ tense
☐ industrious		☐ firm

Professionalism

☐ cooperative	☐ conformist
☐ friendly	☐ responsible
☐ easily led	☐ docile
☐ gregarious	☐ enthusiastic
( ) ☐ self assured	( ) ☐ reserved
☐ noncommunicative	☐ courteous

Interaction — *Total* ( )

Motivational Approach

Column A		Column B
☐ stable		☐ varied
☐ successful		☐ clever
☐ stressful		☐ inspirational
☐ gentle		☐ unsure
( ) ☐ adaptable		( ) ☐ mild
☐ humorous		☐ eventempered

Reinforcement Style

☐ positive	☐ critical
☐ complimentary	☐ moderate
☐ negligent	☐ praiseful
☐ faultfinding	☐ aloof
( ) ☐ mechanistic	( ) ☐ respectful
☐ considerate	☐ prompt

TEACHER _____ OBSERVER _____

DATE _____

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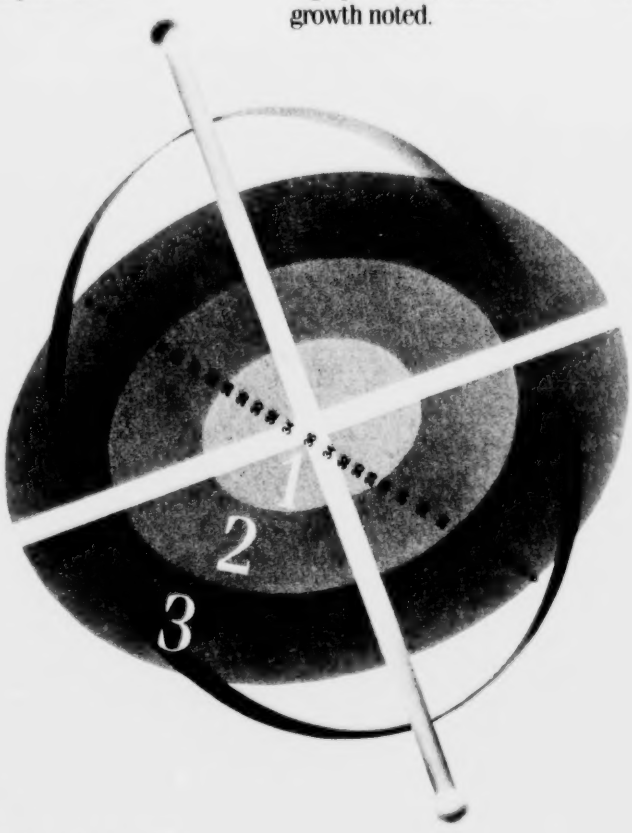
Interpretation

DATE _____

1 *SKILLED*
The teacher exceeds the norm. High performance and potential.

2 *COMPETENT*
The teacher is in the norm range. Solid performance, high potential, consistent growth noted.

3 *INCONSISTENT*
A flip flop behavior pattern. Difficult to judge potential, irregular profile.



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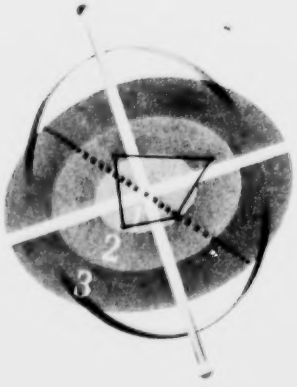

Action Plan _____

TEACHER _____ OBSERVER _____

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OBSERVATION 3

Observation

DATE _____

START TIME _____ FINISH _____

Instructional Objective _____

Curriculum _____

Instructional System _____

Interaction _____

Management Style _____

TEACHER _____ OBSERVER _____

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Performance Appraisal

- Read each of the six adjectives in Column A, Planning Skills, CURRICULUM.
- Check *one* adjective that best describes the teaching behavior; repeat for Column B.
- Continue in same manner for remaining Teaching Tasks.
- Refer to KEY, match each adjective checked to alphabetized list and note numerical value.
- Write numerical value for each Column A and B choice in respective A and B oval.
- Tally numerical values per each of four teaching elements; Write score in respective TOTAL oval.
- Graph scores on INTERPRETATION page.

Curriculum — *Total* ( )

Planning Skills

Column A	Column B
☐ traditional	☐ foresighted
☐ purposeful	☐ frivolous
☐ overeager	☐ sequential
☐ unclear	☐ practical
( ) ☐ objective	( ) ☐ informative
☐ realistic	☐ lavish

Use of Materials

☐ selective	☐ knowledgeable
☐ repetitious	☐ imaginative
☐ organized	☐ minimal
☐ passive	☐ deliberate
( ) ☐ conventional	( ) ☐ resourceful
☐ innovative	☐ arbitrary

Knowledge of Content

☐ familiar	☐ expressive
☐ elusive	☐ lax
☐ specific	☐ insightful
☐ scholarly	☐ plainspoken
( ) ☐ ordinary	( ) ☐ certain
☐ broadminded	☐ noncritical

Instructional System — *Total* ( )

Lesson Design

Column A	Column B
☐ scientific	☐ distinct
☐ vague	☐ lacking
☐ logical	☐ consistent
☐ succinct	☐ intuitive
( ) ☐ hesitant	( ) ☐ random
☐ restrictive	☐ persuasive

Evaluation/Feedback

☐ understanding	☐ thorough
☐ indecisive	☐ fair
☐ immediate	☐ customary
☐ watchful	☐ accurate
( ) ☐ usual	( ) ☐ overconscientious
☐ erratic	☐ secretive

Meeting the Needs of All Learners

☐ sensible	☐ facilitative
☐ harmonious	☐ flexible
☐ inattentive	☐ unconcerned
☐ ingenious	☐ rigid
( ) ☐ obliging	( ) ☐ patient
☐ responsive	☐ systematic

Management Style — *Total* ( )

Classroom Management

Column A	Column B
☐ lenient	☐ steady
☐ confident	☐ commanding
☐ calm	☐ loose
☐ poised	☐ efficient
( ) ☐ inconsistent	( ) ☐ tense
☐ industrious	☐ firm

Professionalism

☐ cooperative	☐ conformist
☐ friendly	☐ responsible
☐ easily led	☐ docile
☐ gregarious	☐ enthusiastic
( ) ☐ self assured	( ) ☐ reserved
☐ noncommunicative	☐ courteous

Interaction — *Total* ( )

Motivational Approach

Column A	Column B
☐ stable	☐ varied
☐ successful	☐ clever
☐ stressful	☐ inspirational
☐ gentle	☐ unsure
( ) ☐ adaptable	( ) ☐ mild
☐ humorous	☐ eventempered

Reinforcement Style

☐ positive	☐ critical
☐ complimentary	☐ moderate
☐ negligent	☐ praiseful
☐ faultfinding	☐ aloof
( ) ☐ mechanistic	( ) ☐ respectful
☐ considerate	☐ prompt

TEACHER _____ OBSERVER _____

DATE _____

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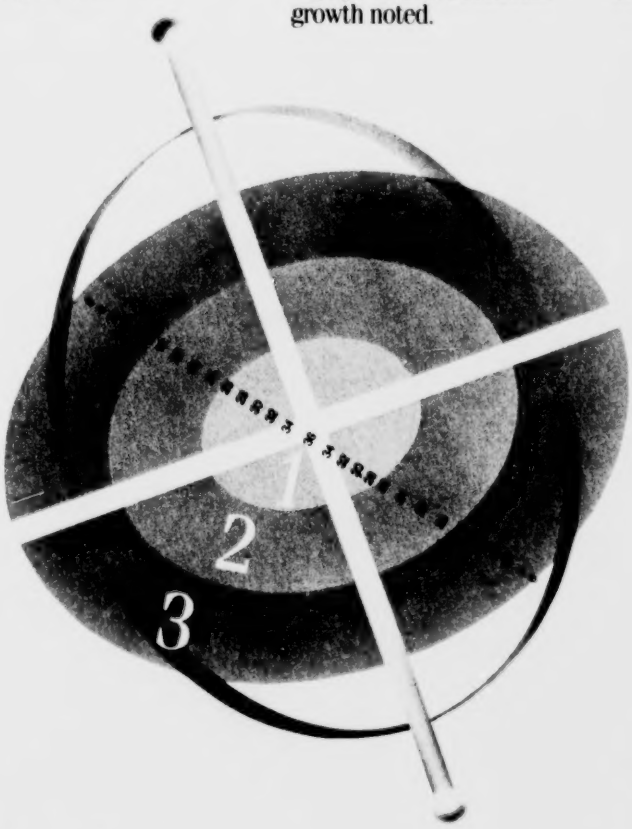
Interpretation

DATE _____

1 *SKILLED*
The teacher exceeds the norm. High performance and potential.

2 *COMPETENT*
The teacher is in the norm range. Solid performance, high potential, consistent growth noted.

3 *INCONSISTENT*
A flip flop behavior pattern. Difficult to judge potential, irregular profile.



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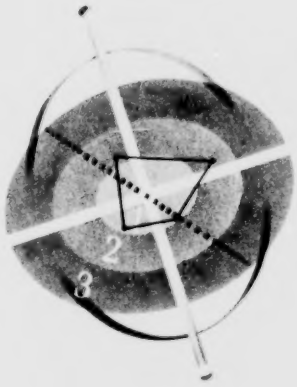

Action Plan

TEACHER _____ OBSERVER _____

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OBSERVATION 4

Observation

DATE _____

START TIME _____ FINISH _____

Instructional Objective _____

Curriculum _____

Instructional System _____

Interaction _____

Management Style _____

TEACHER _____ OBSERVER _____

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Performance Appraisal

- Read each of the six adjectives in Column A, Planning Skills, CURRICULUM.
- Check *one* adjective that best describes the teaching behavior; repeat for Column B.
- Continue in same manner for remaining Teaching Tasks.
- Refer to KEY, match each adjective checked to alphabetized list and note numerical value.
- Write numerical value for each Column A and B choice in respective A and B oval.
- Tally numerical values per each of four teaching elements; Write score in respective TOTAL oval.
- Graph scores on INTERPRETATION page.

Curriculum

Total ( )

Planning Skills

	Column A	Column B
	☐ traditional	☐ foresighted
	☐ purposeful	☐ frivolous
	☐ overeager	☐ sequential
	☐ unclear	☐ practical
( )	☐ objective	☐ informative
	☐ realistic	☐ lavish

Use of Materials

	☐ selective	☐ knowledgeable
	☐ repetitious	☐ imaginative
	☐ organized	☐ minimal
	☐ passive	☐ deliberate
( )	☐ conventional	☐ resourceful
	☐ innovative	☐ arbitrary

Knowledge of Content

	☐ familiar	☐ expressive
	☐ elusive	☐ lax
	☐ specific	☐ insightful
	☐ scholarly	☐ plainspoken
( )	☐ ordinary	☐ certain
	☐ broadminded	☐ noncritical

Instructional System

Total ( )

Lesson Design

	Column A	Column B
	☐ scientific	☐ distinct
	☐ vague	☐ lacking
	☐ logical	☐ consistent
	☐ succinct	☐ intuitive
( )	☐ hesitant	☐ random
	☐ restrictive	☐ persuasive

Evaluation/Feedback

	☐ understanding	☐ thorough
	☐ indecisive	☐ fair
	☐ immediate	☐ customary
	☐ watchful	☐ accurate
( )	☐ usual	☐ overconscientious
	☐ erratic	☐ secretive

Meeting the Needs of All Learners

	☐ sensible	☐ facilitative
	☐ harmonious	☐ flexible
	☐ inattentive	☐ unconcerned
	☐ ingenious	☐ rigid
( )	☐ obliging	☐ patient
	☐ responsive	☐ systematic

Management Style

Total ( )

Classroom Management

	Column A	Column B
	☐ lenient	☐ steady
	☐ confident	☐ commanding
	☐ calm	☐ loose
	☐ poised	☐ efficient
( )	☐ inconsistent	☐ tense
	☐ industrious	☐ firm

Professionalism

	☐ cooperative	☐ conformist
	☐ friendly	☐ responsible
	☐ easily led	☐ docile
	☐ gregarious	☐ enthusiastic
( )	☐ self assured	☐ reserved
	☐ noncommunicative	☐ courteous

Interaction

Total ( )

Motivational Approach

	Column A	Column B
	☐ stable	☐ varied
	☐ successful	☐ clever
	☐ stressful	☐ inspirational
	☐ gentle	☐ unsure
( )	☐ adaptable	☐ mild
	☐ humorous	☐ eventempered

Reinforcement Style

	☐ positive	☐ critical
	☐ complimentary	☐ moderate
	☐ negligent	☐ praiseful
	☐ faultfinding	☐ aloof
( )	☐ mechanistic	☐ respectful
	☐ considerate	☐ prompt

TEACHER _____ OBSERVER _____

DATE _____

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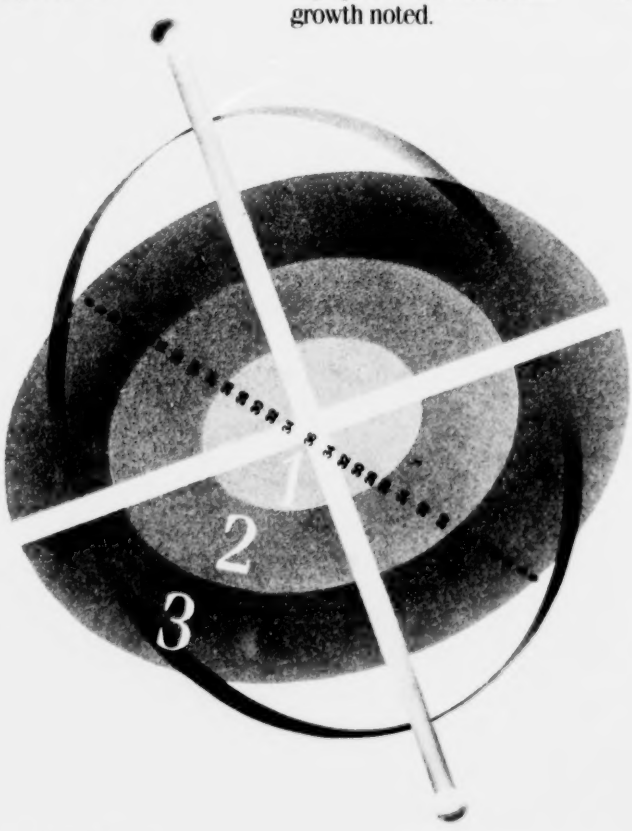
Interpretation

DATE _____

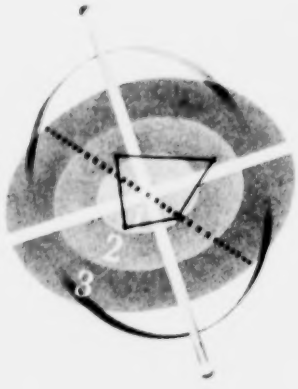
1 *SKILLED*
The teacher exceeds the norm. High performance and potential.

2 *COMPETENT*
The teacher is in the norm range. Solid performance, high potential, consistent growth noted.

3 *INCONSISTENT*
A flip flop behavior pattern. Difficult to judge potential, irregular profile.



Example:



Action Plan _____

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SUMMATIVE EVALUATION

Curriculum

Skilled	Competent	Inconsistent	*Planning*
☐	☐	☐	Knows and follows district curriculum guides.
☐	☐	☐	Provides a clear statement of instructional goals on a yearly basis for his/her classroom.
☐	☐	☐	Creates or selects instructional objectives that are relevant to the students.
☐	☐	☐	Establishes a daily plan on a weekly basis which reflects the logical sequencing of skills and activities, materials to be used, page numbers, specific plans for the individual groups.
☐	☐	☐	Makes out lesson plans that are realistic.
☐	☐	☐	Establishes evaluation procedures consistent with lessons.
☐	☐	☐	Plans lessons that can be consummated in the allocated time.
☐	☐	☐	Develops plans based on elements of lesson and/or units.
☐	☐	☐	Engages students in planning in accordance with student maturity level.
☐	☐	☐	Activities show clear effects of pre-planning.

Enter Planning Total in Key 1.

Skilled	Competent	Inconsistent	*Use of Materials*
☐	☐	☐	Prepares materials in advance.
☐	☐	☐	Selects materials that generate high levels of success—especially early in "new learning."
☐	☐	☐	Obtains and utilizes instructional materials and equipment.
☐	☐	☐	Selects seat work that is challenging, relevant, and achievable.
☐	☐	☐	Assigns appropriate amount of material in sequential fashion.
☐	☐	☐	Relates materials properly to the class work and times appropriately.
☐	☐	☐	Uses resource books, people, materials and AV equipment.
☐	☐	☐	Selects seat work that reinforces the objective.
☐	☐	☐	Provides materials and media consistent with objectives and with learners' skill levels.
☐	☐	☐	Demonstrates practical understanding of varied learning styles, such as right/left brain concepts, etc., through use of materials.

Enter Use of Materials Total in Key 2.

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Skilled	Competent	Inconsistent	*Knowledge of Content*
☐	☐	☐	Selects content and procedures to achieve purposes of the lesson and of long-term plans.
☐	☐	☐	Demonstrates knowledge of subject matter.
☐	☐	☐	Challenges students intellectually at a level that is achievable.
☐	☐	☐	Stresses basic, essential concepts and facts.
☐	☐	☐	Relates facts, concepts, and values of area of learning to issues and problems.
☐	☐	☐	Organizes information sequentially and incrementally.
☐	☐	☐	Establishes a continuous review pattern.
☐	☐	☐	Uses a vocabulary students understand.
☐	☐	☐	Prepares a variety of examples to explain critical points.
☐	☐	☐	Demonstrates knowledge of related information beyond textbook.

Enter Knowledge of Content Total in Key 3.

Reference Points

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nstructional System

Skilled	Competent	Inconsistent	*Lesson Design*
☐	☐	☐	Determines if students are cognitively ready for the lesson.
☐	☐	☐	Uses questions leading into the day's work, pictures or other concrete materials and short review. Plans for weekly and monthly reviews.
☐	☐	☐	Gives directions in a logical sequence.
☐	☐	☐	Checks student understanding of directions.
☐	☐	☐	Associates old and new learning.
☐	☐	☐	Presents material so that difficult concepts are clarified.
☐	☐	☐	Uses a variety of activities and examples.
☐	☐	☐	Probes level of learning through appropriate questioning techniques.
☐	☐	☐	Teacher guides the class in early learning.
☐	☐	☐	Sets reasonable but high expectation for learning.

Enter Lesson Design Total in Key 4.

Skilled	Competent	Inconsistent	*Evaluation/Feedback*
☐	☐	☐	Long-term planning includes periodic evaluation of the students' progress, both formal (quizzes, tests) and informal (non-verbal clues indicating whether or not the pupil comprehends the lesson).
☐	☐	☐	Develops fair and objective tests on the basis of what is being taught.
☐	☐	☐	Constructs tests which search for understanding on the part of students.
☐	☐	☐	Uses frequent evaluation techniques to clarify assignments and check for understanding.
☐	☐	☐	Records and discusses test results with students promptly.
☐	☐	☐	Evaluates in a manner designed to encourage and support student progress according to individual growth.
☐	☐	☐	Uses non-graded testing feedback techniques, such as choral responses, signalling, etc.
☐	☐	☐	Uses judgment, based on such evaluations, in deciding when the material must be retaught when the pupils have not adequately grasped it.
☐	☐	☐	Utilizes diagnostic as well as summative approaches to evaluation.
☐	☐	☐	Differentiates between norm referenced and criteria referenced tests.

Enter Evaluation Feedback Total in Key 5.

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Skilled	Competent	Inconsistent	*Meeting the Needs of All Learners*
☐	☐	☐	Makes allowances for different individuals and groups.
☐	☐	☐	Groups students for instruction according to need, showing an interest in each pupil's progress.
☐	☐	☐	Utilizes the results of diagnostic tests to provide for individual differences.
☐	☐	☐	Provides guided and independent practice.
☐	☐	☐	Includes plans for students who finish first.
☐	☐	☐	Fits practice exercises to students' needs.
☐	☐	☐	Varies reinforcement and motivational techniques for high and low achieving students.
☐	☐	☐	Is prepared to re-do lesson if necessary.
☐	☐	☐	Designs lessons with alternative activities for at least three (3) levels of achievement.
☐	☐	☐	Re-explains the lesson or part of the lesson when students have difficulty.
			Enter Meeting the Needs of All Learners Total in Key 6.

Reference Points

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nteraction

Skilled	Competent	Inconsistent	*Motivational Approach*
☐	☐	☐	Provides variety and balance in types of activities as well as transitions between activities or lessons.
☐	☐	☐	Tries innovative and unusual techniques when appropriate.
☐	☐	☐	Demonstrates initiative and originality in selecting, organizing, and using a variety of materials and instructional aids.
☐	☐	☐	Helps students feel free to approach and communicate.
☐	☐	☐	Is able to "adjust" the emotional climate in the classroom.
☐	☐	☐	Is able to raise or lower each student's level of concerns.
☐	☐	☐	Relates to major experiences in each student's life.
☐	☐	☐	Has each learner experience success.
☐	☐	☐	Demonstrates an understanding of intrinsic or extrinsic motivation.
☐	☐	☐	Keeps learner aware of his/her progress.

Enter Motivational Approach Total in Key 7.

Skilled	Competent	Inconsistent	*Reinforcement Style*
☐	☐	☐	Encourages student questions.
☐	☐	☐	Shows support and respect for all students, calling them by name.
☐	☐	☐	Uses praise that is genuine and focuses on student performance.
☐	☐	☐	Accepts students' ideas and feelings, involving them in the lesson.
☐	☐	☐	Is able to ignore some less desirable behaviors.
☐	☐	☐	Is specific and consistent in reinforcing desired behaviors.
☐	☐	☐	Uses responses that reinforce learning and develop self-confidence.
☐	☐	☐	Leaves students with positive feelings.
☐	☐	☐	Reinforces each step of difficult learning.
☐	☐	☐	Determines an appropriate reinforcement for individuals and groups. For example, being patient and liberal in praise for lower achievers even when answers are not completely correct.

Enter Reinforcement Style Total in Key 8.

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Reference Points

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Management Style

Skilled	Competent	Inconsistent	*Classroom Management*
☐	☐	☐	Tells students what is expected in terms of classroom behavior.
☐	☐	☐	Establishes a consistent, efficient pattern for roll-taking, announcements, etc.
☐	☐	☐	Is understanding of youth characteristics dominant with age group and gender.
☐	☐	☐	Maintains a sense of humor, is fun to be with.
☐	☐	☐	Supervises entire class while some students are involved with group activities.
☐	☐	☐	Moves around in the classroom.
☐	☐	☐	Effectively uses gesture, eye contact, movement, etc.
☐	☐	☐	Encourages student involvement in the classroom.
☐	☐	☐	Provides a fair, firm, consistent use of discipline.
☐	☐	☐	Maintains classroom environment, free from disruptive behavior, with a seeming minimum of effort.

Enter Classroom Management Total in Key 9.

Skilled	Competent	Inconsistent	*Professionalism*
☐	☐	☐	Maintains attractive and appropriate manner in dress, appearance, actions and speech. Sets a good example for students, parents, and co-workers in each of these areas.
☐	☐	☐	Is forceful, enthusiastic, and pleasant.
☐	☐	☐	Is responsible for attendance and punctuality.
☐	☐	☐	Cares about the school, the children and his/her colleagues.
☐	☐	☐	Demonstrates high level of problem-solving skills both inside and outside the classroom.
☐	☐	☐	Has a good self image and shares self with students.
☐	☐	☐	Confers and cooperates with school personnel and parents about behavior problems when appropriate.
☐	☐	☐	Works well in a team situation. Communicates effectively with other teachers and administrators.
☐	☐	☐	Promotes parent/community interest in the school.
☐	☐	☐	Enters into discussion and interaction with evaluator for purpose of improved professional development.

Enter Professionalism Total in Key 10.

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Reference Points

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eaching Effectiveness Index

To Determine the Index for Each Element:

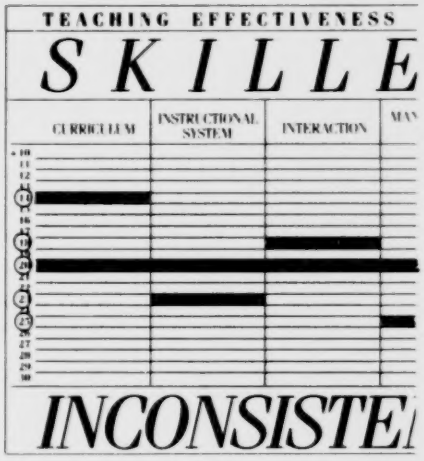
1. Total the scores for Curriculum, *determine average*, write on Element Index Key ☐.
2. Total the scores for remaining elements, determine average for each, write result on appropriate Element Index Keys.
3. Plot each Element Index total on graph:
   - Circle each Element Index score on graph.
   - Color each corresponding bar segment

To Determine the Teaching Effectiveness Index:

4. Total Element Index scores, divide by *four*, write result on TEACHING EFFECTIVENESS INDEX Key ☐.
5. Circle score on graph, color in full corresponding bar.

Use two marking colors to differentiate between the Element Index and Teaching Effectiveness Index bar positions.

Example:



KEY

CURRICULUM

Planning .....

Use of Materials .....

Knowledge of Content .....

Element Index .....

INSTRUCTIONAL SYSTEM

Lesson Design .....

Evaluation Feedback .....

Meeting the Needs of All Learners

Element Index .....

INTERACTION

Motivational Approach .....

Reinforcement Style .....

Element Index .....

MANAGEMENT STYLE

Classroom Management .....

Professionalism .....

Element Index .....

Teaching Effectiveness Index .....

TEACHING EFFECTIVENESS INDEX

SKILLED

CURRICULUM	INSTRUCTIONAL SYSTEM	INTERACTION	MANAGEMENT STYLE
+ 10			10 +
11			11
12			12
13			13
14			14
15			15
16			16
17			17
18			18
19			19
20			20
21			21
22			22
23			23
24			24
25			25
26			26
27			27
28			28
29			29
30			30

INCONSISTENT

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ecommendations

The supervisor is now in a position to make a final recommendation. This can best be done in narrative format.

Review the Teaching Effectiveness Index and Reference Points. Summarize the dominant characteristics of the teaching behaviors. Write the final recommendation.

(Note: it is important to see if the teacher has a symmetrical profile or is overdeveloped in one or two areas. It is common to overdevelop strengths at the expense of balance.)

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DATE _____

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